DOCUMENT RESUME

ED 430 896 SO 030 650

TITLE	North Carolina Social Studies Curriculum 1997.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	1997-00-00
NOTE	121p.
AVAILABLE FROM	Public Schools of North Carolina, 301 N. Wilmington Street, Raleigh, NC 27601-2825.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Standards; Anthropology; Civics; Economics; Elementary Secondary Education; Geography; History; Political Science; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; United States Government (Course)
IDENTIFIERS	National Social Studies Standards; *North Carolina

ABSTRACT

This North Carolina curriculum guide provides a social studies framework for grades K-12. Divided into overview, introduction, primary, elementary/middle, and high school sections, the guide outlines a purpose and philosophy, framework goals, rationale for social studies in the curriculum, content overview (for the disciplines of history, geography, economics, political science, anthropology, psychology, and sociology), rationale for content organization, North Carolina social studies recommended content sequence, skills in the social studies curriculum, and social studies K-12 program framework. The guide states that the goals and objectives of the framework parallel the national social studies curriculum standards and reflect the national content standards for history, geography, civics and government, and economics. These goals and objectives provide guidance for implementing the strands for each of the social science disciplines within the subject framework. The guide also explains that the social studies framework identifies four skills that are to be taught within the context of applying knowledge. Students are given numerous opportunities to practice, refine, and apply the following broad skills through a sequentially developed K-12 program: (1) acquisition of information from a variety of sources; (2) use of information for problem solving, decision making, and planning; (3) development of skills in interpersonal relationships and social participation; and (4) promotion of civic participation. An instructional model for the natural integration of content and skills for each of the four skills is identified and elaborated upon and specific examples are provided. (BT)

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North Carolina State Department of Public Instruction

Social Studies Curriculum 1997

Public Schools of North Carolina
301 N. Wilmington Street
Raleigh, NC 27601-2825

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North Carolina
Social Studies Curriculum

Table of Contents

Overview
- Acknowledgments
- Social Studies Overview
- Use of the Social Studies Standard Course of Study Framework and Teacher Handbook -- Social Studies K-12
  - Essentials
  - Primary
  - Elementary/Middle
  - High School

Introduction
- Purpose and Philosophy
- Framework Goals
- Rationale for Social Studies in the School Curriculum
- Content Overview: The Role of Disciplines in the K-12 Social Studies Curriculum
  - History
  - Geography
  - Economics
  - Political Science
  - Anthropology, Psychology and Sociology
- Rationale for Content Organization
- North Carolina Social Studies Recommended Content Sequence
- Skills in the Social Studies Curriculum
  - SKILL I: The learner will acquire information from a variety of sources.
  - SKILL II: The learner will use information for problem solving, decision making, and planning.
  - SKILL III: The learner will develop skills in constructive interpersonal relationships and social participation.
  - SKILL IV: The learner will participate effectively in civic affairs.

Social Studies K-12 Program Framework
- Primary
  - Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3

- Elementary
  - Grade 4
  - Grade 5
- Middle
  - Grade 6
  - Grade 7
  - Grade 8
- Secondary
  - Economic, Legal, and Political Systems in Action
  - World History
  - World Geography
  - World Cultures
  - United States History
  - Government
  - Economics
  - Psychology
  - Sociology
  - Law and Justice

Acknowledgments

The social studies consultants of the Instructional Services and Accountability Division of the North Carolina Department of Public Instruction acknowledge with gratitude the cooperation and assistance we have received from individuals and groups during the 1997 revision process of the social studies curriculum.

We wish to express appreciation to the following for their insightful reactions and feedback to early drafts:

- teacher review groups
- LEA social studies curriculum supervisors
- higher education social studies teacher educators
- parent focus groups.

We are indebted to the National Council for the Social Studies for its work on national curriculum standards as cited in Expectations of Excellence: Curriculum Standards for Social Studies. Effort has been made to correlate these standards with the role of the disciplines in the North Carolina K-12 social studies curriculum.

The involvement of the educational community in the revising of the social studies curriculum into a framework format makes it a document that is flexible enough to allow teachers to use their expertise and creativity as they address designated goals and objectives while meeting individual needs of the children of North Carolina.

Social Studies Overview

Introduction

The social studies curriculum has been revised. A new Social Studies Standard Course of Study Framework and a support document entitled Teacher Handbook - Social Studies K-12 have been developed. The goals and objectives of the framework closely parallel the national social studies curriculum standards and also reflect the national content standards for history, geography, civics and government, and economics. They provide guidance for implementing the strands for each of the social science disciplines in the framework -- history, geography, economics, political science, and anthropology/psychology/sociology.

Process

The social studies consultants led the revision and reformatting of the social studies curriculum. They conducted review sessions across the state. Teachers, curriculum specialists,

and social studies teacher educators from colleges and universities reviewed the draft documents. As each group gave feedback, revisions were made. In addition, draft copies were sent to curriculum specialists, social studies department chairs and lead teachers. These individuals conducted small-group review sessions, which included parents. These sessions yielded feedback on each grade level and course, and gave all districts in the state an opportunity to respond.

Purpose

The Social Studies Standard Course of Study Framework and Teacher Handbook -- Social Studies K-12 are designed to give direction and support to teachers and curriculum specialists as they plan for instructional design and delivery. The framework is designed to meet the statutory requirements of the state curriculum. It specifies the "what," or content to be taught, while allowing flexibility at the local level in deciding "how," or the strategies for instruction.

Goals

The goals for the curriculum review were the following:

- to elaborate clearly the essential content and skills of the social studies curriculum K-12
- to make the disciplines and skills competencies more prominent
- to maintain the integrity of the major concepts in the curriculum and the current content sequence K-12.

Features

The social studies framework and handbook emphasize the following:

- integration of knowledge, skills, and attitudes within and across the disciplines, with increased emphasis on reading, writing, and mathematics
- preparation for citizenship, contributing to work force preparedness
- critical and creative thinking processes, in particular, problem solving, decision making, and planning
- interactive, participatory learning which promotes the development of constructive interpersonal relationships.
- correlation to national content standards:

  National Standards for Civics and Government
  National Standards for Geography

National Standards for History
National Standards in Economics

- correlation to national curriculum standards: (see page 6-14)

National Social Studies Standards -- Ten thematic strands:

I. Culture
II. Time, Continuity, and Change
III. People, Places, Environments
IV. Individual Development and Identity
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
VIII. Science, Technology, and Society
IX. Global Connections
X. Civic Ideals and Practice

Expectations of Excellence: Curriculum Standards for Social Studies

Format

The framework and teacher handbook outline goals and objectives for each grade K-12. The content sequence chart is intended to emphasize the following:

- the increasing sophistication of content for each level
- the logical nature of the study of regions and places
- the contributions of the major disciplines to the social studies sequence.

Grade span introductions in the framework provide an overview of the suggested content scope and sequence according to the following levels:

- primary (K-3)
- elementary (4-5)
- middle (6-8)
- secondary (9-12).

In addition to grade span introductions, the teacher handbook also contains introductions or descriptions for each grade level or course. These descriptions further support the sequence chart and grade span introductions by suggesting the scope of the level or course

and how it might be organized. These features give direction to teachers and curriculum specialists as they plan for instruction.

For grades K-7, the goals and objectives are clustered by and labeled according to the social science disciplines as follows:

- anthropology/psychology/sociology
- economics
- geography
- history
- political science.

This organizational pattern emphasizes that the discipline strands are present at each grade level. Beginning with grade eight and continuing at the secondary level, each course, such as United States History or World Cultures, relates to one or more of these disciplines. Goals and objectives are also provided for each of the elective courses at the secondary level. For the courses in grades eight through twelve, labels or headings for each goal indicate specific topics, such as Scarcity or Foundations of Culture, or time periods or eras, such as Colonial-Revolutionary Era or World War II.

Skills

The social studies framework identifies four skills which are to be taught within the context of applying knowledge. Through a sequentially developed K-12 program, students are given numerous opportunities to practice, refine, and apply the following broad skills:

- acquisition of information from a variety of sources
- use of information for problem solving, decision making, and planning
- development of skills in interpersonal relationships and social participation
- promotion of civic participation.

In the framework, the skills narrative identifies an instructional model for the natural integration of content and skills. For each of the four skills, further elaboration and specific examples are provided. Descriptions of how the skills may be applied at each level, primary and elementary, middle, and secondary, are also provided in the skill narrative of the framework. In the teacher handbook, skills application examples are suggested for each grade and course to illustrate how the skills might be emphasized at that particular level.

As with the content goals and objectives, the four skills of the social studies curriculum are highly correlated with essential skills identified in the national social studies curriculum standards and with skills emphasized in the national content standards for civics and government, geography, and economics.

The following are important reminders to teachers concerning how skills should be viewed and taught in the social studies curriculum.

Reminders About Skills

Skills should..	Skills should not..
be an integral component of the curriculum	be viewed as an add-on component
be emphasized equally in all grade levels and courses K--12	be viewed as the responsibility of primary or elementary level instruction only
reflect natural integration of content and skills	be taught in isolation

Equally important are the following reminders about the skill application examples which are provided for each grade level and course in the teacher handbook. These reminders serve to dispel any misconceptions that might arise concerning the intended purpose and use of the examples.

Reminders About Skill Application Examples

Skills application examples should...	Skills application examples should not...
be used to elaborate on the skills narratives on pages 18-23	be viewed as a finite, inclusive set of examples
be viewed as examples of how skills can be applied to content	be viewed as separate objectives or mandated objectives in addition to ontent objectives
be viewed as merely suggested activities	be viewed as required activities

Use of the Social Studies Standard Course of Study Framework and Teacher Handbook - Social Studies K-12

Definitions

The *Social Studies Standard Course of Study Framework* identifies what students are expected to know and be able to do as a result of a balanced and effective social studies program. The Teacher Handbook - Social Studies K-12 provides focus and direction for instructional design. It allows for flexibility and creativity in instructional delivery.

Handbook Purpose

Neither the *Framework* nor the *Handbook* are intended to be stand-alone guides for instruction. Rather, these documents define the curriculum in very broad terms and are designed as beginning points for planning. The *Handbook* contains everything in the Framework and provides additional information intended to help teachers as they plan and organize for instruction. If teachers have copies of the *Handbook*, they will not need the *Standard Course of Study Framework*. Support documents such as *Planning for Social Studies Instruction* can assist teachers in fully implementing the curriculum as it designed to be used.

Caution

The curriculum goals and objectives should provide the scope of a grade or course, rather than content of a textbook or some other instructional resource.

Essential Components

Before beginning instructional planning, all teachers regardless of grade or course assignment, need to understand the following components of the Framework:

- Social Studies Overview
- Purpose and Philosophy
- Framework Goals
- Rationale for Social Studies
- Content Overview: The Role of Disciplines in the Curriculum
- Rationale for Content Organization
- Recommended Content Sequence
- Skills in the Social Studies Curriculum
- Introductions to Grade Spans
- Grade or Course Overviews
- Goals and Objectives
- Skill Application Examples.

Caution

These components provide a foundation and outline the scope of the K-12 social studies program. In order for teachers to have a context for their grade or course, it is essential that the first twenty-five pages of the framework be provided along with the goals, objectives, and skill application examples for their specific grade or course. Attempts to use the goals and objectives in isolation may result in a fragmented approach to instructional design and delivery.

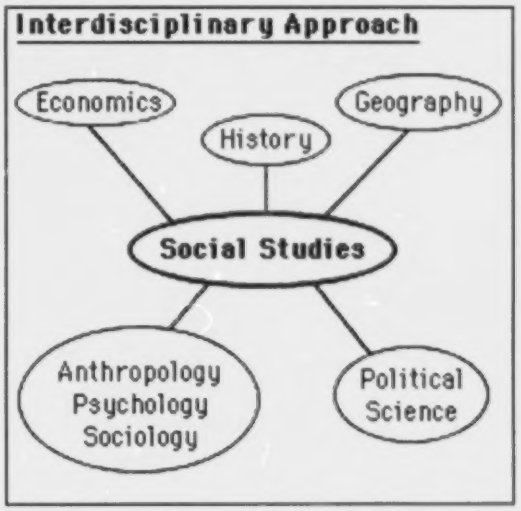
Curriculum Articulation

It is **equally important for all teachers** to have a basic understanding of the content that **precedes** and **follows** their grade or course. Such an understanding is necessary in order for them to be able to convey the **interconnective nature** of the curriculum to students.

Primary Level

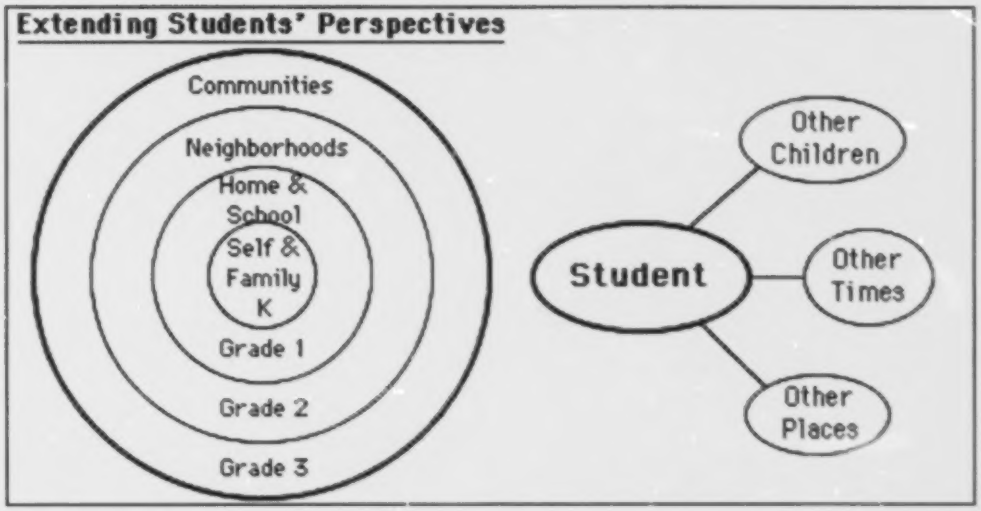
The presentation of the curriculum follows a clearly defined and deliberate pattern. The characteristics of the primary level program (K-3) include the following:

- **an interdisciplinary approach** - students are introduced to important concepts and generalizations from history and the social science disciplines



- **focus on extending students' perspectives**
  - studies begin with immediate surroundings familiar to children and proceed deliberately to children and families, homes and schools, neighborhoods and communities in other environments

- students build increasingly sophisticated concepts and generalizations as they enhance their ability to examine the perspectives of other children in other times and in other places

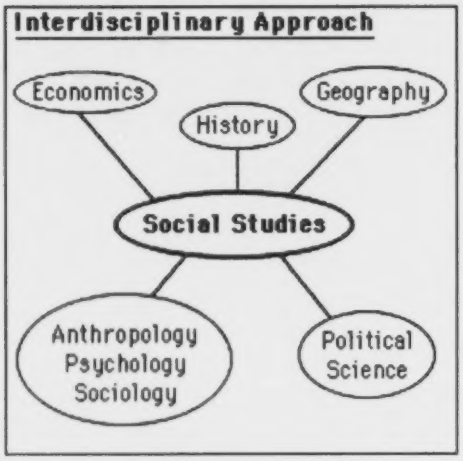


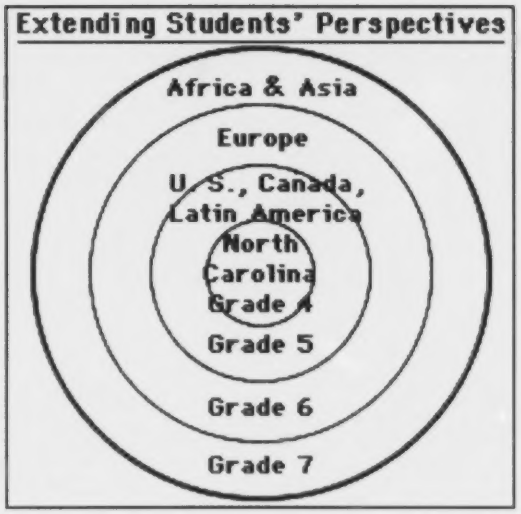
- **developmental appropriateness** - although young children have little understanding of formal chronology, it is important to include "then and now" concepts and content so that family history, local history, celebration of holidays, and selected historical case studies can be understood.

Elementary/Middle Level

The **elementary** and **middle** level (grades 4-7) programs are characterized as follows:

- **the extending students' perspectives approach** is continued from the primary level
- **by the end of grade seven**, students are systematically introduced to the world
- **organizing questions**, based on the social science disciplines, provide students a framework for studying and analyzing **regions**
- **an interdisciplinary approach** continues to be used; however, cultural geography is emphasized at this level.





Organizing Questions

Who are the people and what are their beliefs and values?
Focus: Anthropology/Psychology/Sociology Goals 1&2

What is the environment in which people live?
Focus: Geography Goals 3,4, 5 & 6

How is the society organized?
Focus: Political Science Goals 7 & 8

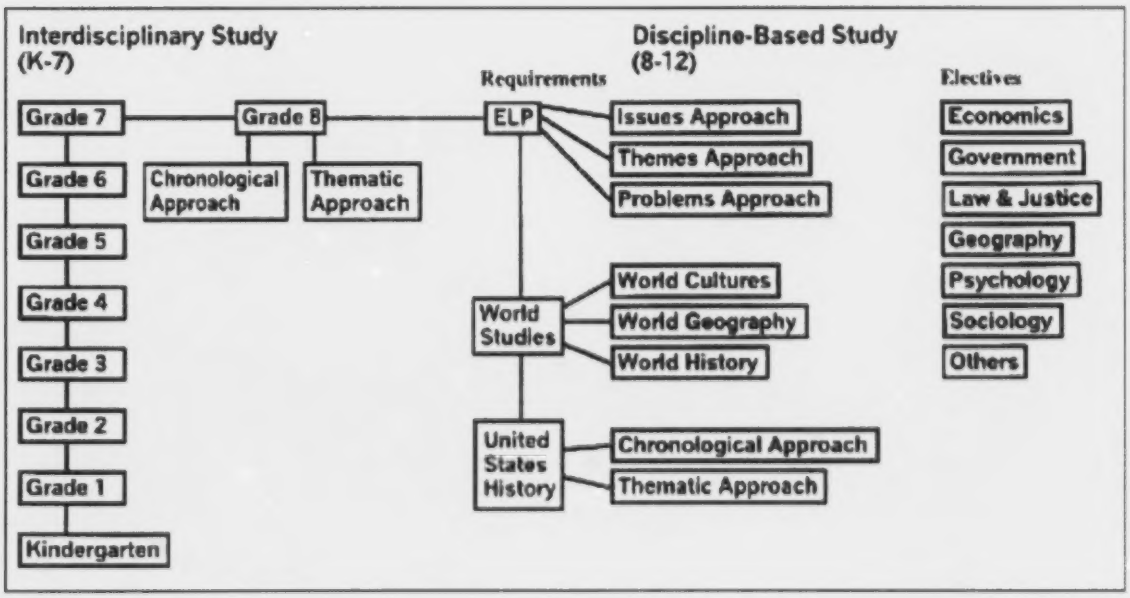
How do the people of this society make a living?
Focus: Economics Goals 9 & 10

How has this society changed over time?
Focus: History Goals 11 & 12

High School

The **secondary level** program is characterized as follows:

- **beginning in grade eight** and **continuing through the secondary level**, the **course content** is **based** in **one or more disciplines**
- while courses at this level focus more on **one discipline**, such as history, **other disciplines** are **integrated** in the courses
- the understanding of the **interconnectiveness of major ideas and concepts** enhances the student's total perspective at this level
- the **three graduation requirements** at the secondary level are an **extension of the K-7** program
- they provide a **core of social studies content** that can be enhanced and further developed through the **study of electives**.



Recommended Sequence

The secondary level content sequence outlined in the framework is recommended, not required; however, there is a solid rationale for that specific suggested sequence. Concepts and generalizations developed as students proceed from grade eight to ELP to world studies contribute to more in-depth study of United States history.

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Local systems or individual schools may choose to vary the sequence for equally impelling reasons; however, consideration should be given to the impact of these changes on subsequent courses. The integrity of the content can be maintained while variations are made to accommodate students' needs, instructional approaches, and scheduling decisions.

Purpose and Philosophy

What is Social Studies?

Social Studies Defined

In 1992, the Board of Directors of National Council for the Social Studies, the primary membership organization for social studies educators, adopted the following definition: Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. (The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.)

NC Framework

The goals and objectives of the Social Studies Standard Course of Study Framework closely parallel the national social studies curriculum standards. The national content standards for history, geography, civics and government, and economics support the North Carolina framework. They provide guidance for implementing the strands for each discipline in the framework. The North Carolina framework is designed to meet statutory requirements of the state curriculum and to provide a balanced and effective social studies program for all students.

Nature of Social Studies

Social studies is taught in kindergarten through grade 12 in schools across the nation. As a field of study, social studies may be more difficult to define than is a single discipline such as history or geography, precisely because it is multidisciplinary and interdisciplinary and because it is sometimes taught in one class (perhaps called "social studies") and sometimes in separate discipline-based classes within a department of social studies. Two main characteristics, however, distinguish social studies as a field of study: it is designed to promote civic competence; and it is integrative, incorporating many fields of endeavor.

Civic Competence

Social studies programs have as a major purpose the promotion of civic competence which is the knowledge, skills, and attitudes required of students to be able to assume "the office

of citizen..." in our democratic republic. Although civic competence is not the only responsibility of social studies, nor is it exclusive to the field, it is more central to social studies than any other subject area in the schools.

Integration of Knowledge, Skills, and Attitudes

K-12 social studies programs integrate knowledge, skills, and attitudes within and across disciplines. Integrated social studies programs across the nation take many forms, varying in the amount and form of disciplinary integration. At primary and elementary levels, children often learn through opportunities that are highly integrated across several disciplines. These frequently take the form of units constructed around themes. For example, teachers using the theme "time, continuity, and change" would likely engage young learners in studies using history, science, and language arts.

As students proceed to middle and higher levels, social studies programs may continue to be highly integrated and, in some cases, planned by interdisciplinary teams of teachers (for example, social studies, science, mathematics, humanities). Alternatively, programs may be planned as interdisciplinary courses or more exclusively linked to specific disciplines (for example, a history course that also draws from geography, economics, political science).

Disciplines Provide Perspective

Social studies programs help students construct a knowledge base and attitudes drawn from academic disciplines as specialized ways of viewing reality. Each discipline begins from a specific perspective and applies unique "processes for knowing" to the study of reality. History, for instance, uses the perspective of time to explore causes and effects of events in the past. Political science, on the other hand, uses the perspective of political institutions to explore structures and processes of governing.

It is important for students in social studies programs to begin to understand, appreciate, and apply knowledge, processes, and attitudes from academic disciplines. In addition, discipline-based learning draws simultaneously from several disciplines in clarifying specific concepts.

Changing Nature of Knowledge

Social studies programs reflect the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity. Over the last fifty years, the scholarly community has begun to rethink disciplinary boundaries and encourage more integration across disciplines. This process has been spurred by pressures such as the following:

- Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands

an increasingly integrated view of scholarly domains and of the world itself.

- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.

- Technology provides increasingly easy access to data bases that are across-disciplinary and multidisciplinary as well as to scholarly works.

- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

The Importance of High Expectations

The more accurately the K-12 social studies program addresses the contemporary conditions of real life and of academic scholarship, the more likely such a program is to help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future.

(Adapted from *Expectations for Excellence: Curriculum Standards for Social Studies*)

Framework Goals

Balanced K-12 Curriculum

A balanced and effective K-12 social studies program prepares students to be active, informed, and responsible citizens. Social studies increases students' awareness of their world, their nation, and their state, giving them fundamental understanding of their own society and others both past and present. Students acquire and perfect skills of individual and group inquiry and examine a broad range of peoples and cultures. Students gain from social studies programs the knowledge, skills, attitudes, and values that enable them to be effective problem-solvers, good decision-makers, and wise planners. They are prepared, as a result of their social studies education, to deal with present, recurring, and unforeseen problems.

Overall Goals

Students successfully completing a balanced and effective social studies program:

- possess civic understanding and accept their responsibilities as citizens in a democratic society

- are proficient in the skills of information acquisition; information use for

problem-solving, decision-making, and planning; interpersonal relationships and social participation; and civic participation

- possess the ability to apply concepts, generalizations, and theories to analyze and explain:
    - the structure, function, and operations of the economic, social, and political institutions of the United States and other societies and the economic, social, and political behavior of people
    - the historical development and unique characteristics of past and present societies
    - persistent issues and problems
    - basic geographic concepts
- demonstrate values consistent with the fundamental tenets of democracy
- exhibit constructive attitudes toward change, conflict, diversity, and uncertainty
- demonstrate concern for others and for the environment

Core Curriculum

Social studies should be included in the program of study for all students. Social studies provides a context for students to use the skills introduced in other areas as they learn to understand and practice the art of living and working together in a productive and constructive manner. Social studies provides a framework through which essential skills and other subjects may be integrated.

Rationale for Social Studies in the School Curriculum

Historical Basis for Civic Education

Beginning with a 1642 law in Massachusetts that called for an understanding of the "capitall lawes of country" and continuing to this day, citizenship education has been a primary responsibility of the public school system. Moses Mather wrote in 1775 that "the strength and spring of every free government is the virtue of the people; virtue grows on knowledge, and knowledge on education." Indeed, the Massachusetts Constitution of 1780 declared that "wisdom and knowledge" were "necessary for the preservation of...rights and liberties." North Carolina's founding fathers had displayed that same emphasis on education four years earlier when they included an article on that very subject in our state's first constitution.

Thomas Jefferson stated this responsibility:

> If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be...I know of no safe repository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

Rights and Responsibilities

Rights imply responsibilities, and the preservation of rights suggests the exercise of responsibilities. Yet, if citizens cease to know either the breadth of their liberties or the limits of their government, the preservation of the great American experiment begun in 1776 must become far less secure. Our notion of literacy must extend beyond fundamentals as traditionally conceived. There must exist an essential educational ingredient that encompasses civic education, a body of knowledge that is addressed in social studies. Although many other institutions, forces, and experiences do educate, the only place where this knowledge will be taught to everyone is in the public schools.

Cultural Transmission

The nature of what is to be taught under the rubric of civic education has changed, is changing, and will remain a subject for debate. Educating for effective citizenship had a fairly limited and specific meaning when the nation was young, the economy agrarian, and the population fairly homogeneous. As the nation has grown, become less isolated, become more pluralistic and has been affected by advancing technology, civic education has become more complex. One mission of social studies continues to be the transmission of culture.

Dynamic Context

Today it is possible to know more about our world faster and easier than ever before. It is the task of social studies education to make sense of this changing knowledge of our world by placing it in perspective.

Since we cannot predict what specific knowledge and behavior will be demanded in the future, we must concentrate on educating citizens who will be able to solve problems that cannot presently be foreseen. Tomorrow's citizens must effectively analyze information, resolve problems, and make informed choices. Since the future is uncertain, it is necessary to prepare students to be scholarly, exercise leadership, and support democratic ideals.

International Perspective

In the education of citizens, our schools cannot safely ignore the increasing

interdependence and diversity of the world. Our own economic and political well-being is inextricably bound up in the well-being of the world. We must educate citizens to cope with the reality that events across vast oceans can and do significantly influence what happens at home.

Knowledge of people distant from us in time and space is not only instructive but imperative since we are thoroughly dependent on other people. All our technological advances make the world an even smaller place, in which the power of the individual for good or evil is immensely increased. More than ever, societies of the future will be dependent upon caring, responsible citizens who are willing and able to think and act individually and collectively and who recognize that all people share more commonalities than differences.

Civic Education

Within our schools, social studies has traditionally accepted the dominant burden of preparing young people to inherit the right and the responsibility of effective citizenship. The teachings of the disciplines that comprise the social studies contribute distinctively to civic education.

Content Overview: The Role of Disciplines in the K-12 Social Studies Curriculum

History

The study of HISTORY places human beings and their activities in time. A knowledge of history cannot enable one to predict the future, but it can reveal how other people in other times have dealt with problems and the success or failure of their solutions. It is unique in that it teaches the impacts of the past in shaping the world of today and in determining the options open to us. History can teach both the burdens the past has placed on us and the opportunities these burdens can provide.

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. Knowing how to interpret and reconstruct the past allows one to develop a historical perspective and to answer questions such as:

Essential Questions

- Who am I?
- What happened in the past?
- How am I connected to those in the past?
- How has the world changed and how might it change in the future?
- Why does our personal sense of relatedness to the past change?
- How can the perspective we have about our own life experiences be viewed as part of the larger human story across time?
- How do our personal stories reflect varying points of view and inform contemporary ideas and actions?
- What can we learn from the past about how new technologies result in broader, unanticipated social change?
- How can we cope with the ever-increasing pace of change?
- Should historical personalities and events be judged by current norms?

Primary/Elementary

Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. From history (their own and others'), they can construct examples of how technologies such as the wheel, the stirrup, and the transistor radio altered the course of history.

Middle

In the middle grades, students continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to the world.

High School

High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a broader conception in which continuity and change are linked in time and across cultures. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

(From *Expectations of Excellence: Curriculum Standards for Social Studies*, Strands: I. Culture; II. Time, Continuity and Change; VIII. Science, Society, and Technology; and IX. Global Connections)

Geography

The study of **GEOGRAPHY** gives students a spatial perspective. The goal of geography is to produce a geographically-informed person who sees meaning in the arrangement of things in space and applies a spatial perspective to life situations.

Social studies programs should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as:

Essential Questions

- What are physical and human characteristics of places?
- Why are things located where they are?
- What is the significance of the location of things?
- What patterns are reflected in the groupings of things?
- What do we mean by region?

- How do landforms change?
- What implications do these changes have for people?
- How do humans modify the environment?
- What geographic tools are needed in a given situation?
- How do physical systems affect human systems?
- How are important resources distributed on the earth's surface?

This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment.

Primary/Elementary

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. They can study how basic technologies such as ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment. Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale.

Middle

During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes.

High School

Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

(From *Expectations of Excellence: Curriculum Standards for Social Studies*, Strands: I. Culture; III. People, Places, and Environments; VIII. Science, Society, and Technology; and IX. Global

Connections)

Economics

ECONOMICS is the study of how people cope with their environment and each other as they try to satisfy their needs and wants.

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have unlimited needs and wants, but they live in a world which surrounds them with limits. A fundamental condition of life is that there is not enough time, money, energy, nor other resources to satisfy everyone's needs and wants. To make the best use of scarce resources, both individuals and groups must choose wisely among the nearly limitless alternatives available to them.

Economics can be thought of as responsible decision making, by choosing among alternatives. Choices (decisions) have consequences and some choices lead to better consequences than others.

The purpose of economics is to provide practical tools for evaluating alternatives before making a decision. A good economic education should also help one develop the disposition and the ability for making decisions based on reason rather than some of the other things which seem to influence decisions such as impulse or peer presure. Doing so helps individuals and groups make the most out of life.

As they study economics, students should learn the following:

- to prioritize needs and wants
- to allocate resources to satisfy needs and wants
- to develop their own human capital and other resources
- about the world of work
- the relationship between the quality of life in a community and the vitality of the economy
- to promote the responsible use of community resources
- the responsibilities and the opportunities offered by a private enterprise economic system
- to understand and support an appropriate role for government in economic affairs.

Essential Questions

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to fundamental questions:

- What is scarcity?
- Why does scarcity make economic choice necessary?
- Can the free market solve the problems of society?
- What are producers and consumers?
- What is economic interdependence?
- What economic choices must every society make?
- What role should the government play in our economy?
- Are business-cycle fluctuations inevitable?
- Are taxes necessary?
- How are prices determined in a competitive market?
- What is to be produced?
- How is production to be organized?
- How are goods and services to be distributed?
- What is the most effective allocation of the factors of production (land, labor, capital, and management)?
- How free should international trade be?

Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making.

Primary/Elementary

Instruction in economics should begin early to help very young students learn to understand and use a basic economics vocabulary and elementary economic principles. They can distinguish between needs and wants and can prioritize each. Young learners begin to see the consequences of their individual and group decisions. They are also able to develop the habit of taking a reasoned and responsible approach to decision-making.

Middle

Middle school students should be able to apply economic concepts and principles in a wide array of real and hypothetical circumstances. In this way they should be able to analyze relatively simple situations and issues and then predict outcomes and prescribe policies. They should also be able to defend their position on various issues which have some economic content.

High School

High school economics should build on what students learn in middle school. The questions remain much the same but the answers get more sophisticated. Because these older students are able to deal with greater levels of abstraction, they should be able to analyze and predict with greater degrees of sophistication. High school economics should include perspectives from the other social sciences, especially history, political science, and geography.

(From *Expectations of Excellence: Curriculum Standards for Social Studies*, Strands: I. Culture; VII. Production, Distribution, and Consumption; and VIII. Science, Society, and Technology)

Political Science

Knowledge of POLITICAL SCIENCE includes understanding political institutions: why they exist, how they function, and how each institution relates to all others. Only with this knowledge can citizens participate effectively and creatively in their political/legal system.

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, governance. and the ideals, principles, and practices of citizenship in a democratic republic.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based.

Essential Questions

In exploring this theme, students confront questions such as:

- What is power?
- What forms does it take?
- Who holds it?
- How is it gained, used, and justified? What is legitimate authority?
- How are governments created, structured, maintained, and changed?
- How can we keep government responsive to its citizens' needs and interests?
- How can individual rights be protected within the context of majority rule?
- What is civic participation and how can individuals be involved?
- How has the meaning of citizenship evolved?
- What is the balance between rights and responsibilities?
- What is the role of the citizen in the community and the nation, and as a member of the world community?
- How can individuals make a positive difference?
- How can we manage technology so that the greatest number of people benefit from it?
- How can conflicts be resolved justly and fairly?

By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. They do so by applying concepts and methods of political science and law.

Primary/Elementary

Learners in the early grades explore their natural and developing sense of fairness and

order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. Students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group.

Middle

During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. During these years, children also experience views of citizenship in other times and places through stories and drama. Students expand their abilities to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities.

High School

High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and to participate in the workings of the various levels of power, authority, and governance. There should be opportunities to confront such issues as the protection of privacy in the age of computers, electronic surveillance, and medical technology with all their implications for longevity and quality of life and religious beliefs. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They can learn by experience how to participate in community service and political activities and how to use the democratic process to influence public policy.

(From *Expectations of Excellence: Curriculum Standards for Social Studies*, Strands: I. Culture; VI. Power, Authority, and Governance; VIII. Science, Society, and Technology; and X. Civic Ideals and Practices)

Anthropology, Psychology, and Sociology

Governments and economies are operated by people. ANTHROPOLOGY, PSYCHOLOGY, and SOCIOLOGY offer distinctive perspectives on the behavior of individuals and the groups in which they live. These social sciences can provide citizens with useful tools for analyzing the motives and activities of individuals and groups they encounter.

Social studies programs should include experiences that provide for the study of culture, cultural diversity, individual development and identity, and interactions among individuals, groups, and institutions.

Personal identity is shaped by one's culture, by groups, and by institutional influences.

Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

Cultures are dynamic and ever-changing. Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world. Examination of various forms of human behavior enhances understanding of:

- the relationships among social norms and emerging personal identities
- the social processes that influence identity formation
- the ethical principles underlying individual action.

Essential Questions

The study of individuals, groups, and institutions prepares students to ask and answer questions such as:

- How do people learn?
- Why do people behave as they do?
- What influences how people learn, perceive, and grow?
- How do people meet their basic needs in a variety of contexts?
- What is the role of institutions in this and other societies?
- How are individuals influenced by institutions?
- How do institutions change?
- What is the role of individuals in institutional change?
- What are the common characteristics of different cultures?

- How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture?
- How does the culture change to accommodate different ideas and beliefs?
- What does language tell us about the culture?
- How can we preserve our fundamental values and beliefs in a world that is rapidly becoming linked by technology?

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience.

Primary/Elementary

Young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict. They should also have opportunities to explore ways in which institutions such as churches or health-care networks are created to respond to changing individual and group needs. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others.

Middle

In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

High school

At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they

apply to individuals, societies, and cultures. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

(From *Expectations of Excellence: Curriculum Standards for Social Studies*, Strands: I. Culture; IV. Individual Development and Identity; and V. Individuals, Groups, and Institutions)

Rationale for Content Organization

Sequence

The sequence for social studies as described on the following pages defines in general terms the subject matter to be emphasized in social studies at each level. This general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have a good deal of flexibility as they select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. The sequence is recommended in order to avoid overlapping content between grade levels, lack of instructional time for recommended topics, and needless duplication in the use of instructional materials.

Legal Requirements

Several areas of study within the social studies are legally required. Public School Law **G.S. 115C-81** specifies subjects to be taught in North Carolina schools. Mentioned in the law are several areas of required study within the social studies. The areas are:

- Americanism
- the governments of North Carolina and the United States
- the free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced.

G.S. 115C-81 requires local boards of education to provide for teaching of "the nation's founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers."

G.S. 115C-81 further directs the State Board of Education to include such documents in any curriculum-based tests developed and administered statewide and to establish curriculum content for this study.

State Board Requirements

The State Board of Education graduation requirements for social studies are:

- United States history
- Economic, Legal, and Political Systems in Action
- world studies.

North Carolina Social Studies Recommended Content Sequence

Grade K	The Individual and Group Relationships
Grade 1	Home and School
Grade 2	Neighborhood and Local Community
Grade 3	Communities
Grade 4	North Carolina: The Land and Its People
Grade 5	The Western Hemisphere: The United States, Canada, and Latin America
Grade 6	The Eastern Hemisphere: Europe and Former Soviet Republics
Grade 7	The Eastern Hemisphere: Africa and Asia
Grade 8	North Carolina: The History of an American State
Grade 9-12	The Economic, Legal, and Political Systems in Action (ELP)
	World Studies
	United States History
	History and Social Science Electives

Note: The secondary level content sequence is *recommended,* not mandated; however, there is a solid rationale for that specific suggested sequence. Concepts and generalizations developed as students proceed from grade eight to ELP to world studies contribute to more in-depth study of United States history.

Skills in the Social Studies Curriculum

Rationale

Skills are taught within the context of applying knowledge. Authentic application activities promote the practice of skills without interrupting content flow. As students develop increasingly sophisticated and informed concepts and generalizations in social studies, they will be provided opportunities to develop and apply appropriate skills that will enhance critical-thinking processes.

North Carolina Skills

Students will gain these skills through a sequentially developed K-12 program that gives them numerous opportunities to practice, refine, and apply four broad skills:

- acquisition of information from a variety of sources
- use of information for problem solving, decision making, and planning
- development of skills in interpersonal relationships and social participation
- promotion of civic participation.

Connection to National Standards

As planning for integrating the teaching and use of social studies skills occurs, it is significant that essential skills have been identified also by the National Council for the Social Studies, in the National Standards for Civics and Government, in the National Geography Standards, and in the National content Standards in Economics.

Three strands of essential skills are identified by the National Council for the Social Studies:

- acquiring information
- organizing and using information
- developing interpersonal relationships and social participation.

The National Standards for Civics and Government include intellectual and participatory skills. Within the National Geography Standards are the following skills:

- asking geographic questions

- acquiring geographic information
- organizing geographic information
- analyzing geographic information
- answering geographic questions.

The National Content Standards in Economics include the following skills which play an important part in economic reasoning:

- identifying economic problems, alternatives, benefits, and costs
- analyzing the incentives at work in an economic situation
- examining the consequences of changes in economic conditions and public policies
- collecting and organizing economic evidence
- comparing benefits with costs.

Instructional Model

Skills are not intended to be taught in isolation. There should be a natural integration of content and skills. The instructional sequence for K-12 skill development includes the following:

- presenting a model of the use of the skills
- providing several opportunities for students to work through the skills with careful teacher guidance
- continuing opportunities for additional practice with increasingly complex variations of the skills in a variety of settings
- opportunities for students to evaluate their own work.

Foundation for Skills Development

Mastery of the social studies skills comes only as the result of practice, continued use, and refinement through an integrated historical, social, political, and economic context. Social studies skills are necessary for the development of social inquiry and rational decision making and must be clearly identified and sequentially developed throughout the K-12 program. Use of the following critical thinking processes provides a foundation for development of the four social studies skills in the K-12 social studies framework:

- classifying
- interpreting
- analyzing
- summarizing
- synthesizing
- evaluating.

SKILL I: The learner will acquire information from a variety of sources.

Overview

Students who possess skill in acquiring information are good questioners, observers, and researchers. It is the responsibility of the teacher to integrate information acquisition skills so that students develop and refine questioning skills and use those skills within the K-12 social studies content sequence to make direct observations, interview people, and seek information from a variety of sources. The skills process becomes the means through which the content is learned.

Information Acquisition Skills

The teacher will facilitate the development of information acquisition skills as students:

- use questioning skills
- use observation skills
- use prepared sources.

Technology Skills

The teacher will encourage use of appropriate technology to introduce information acquisition skills.

Reading and Study Skills

Social studies instruction reinforces reading and study skills by employing skills such as:

- interpreting what is read by drawing inferences
- detecting cause and effect relationships

- distinguishing between fact and opinion (recognizing propaganda)
- recognizing author bias
- reading for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
- reading various forms of printed material: books, periodicals, directories, primary documents
- recognizing and understanding an increasing number of social studies terms.

SKILL II: The learner will use information for problem solving, decision making, and planning.

Overview

Students who are skillful users of information make valid decisions, solve problems effectively, and create realistic plans. Use of information is a K-12 process that is best approached through an integrated content delivery. Intensity of skill implementation is dependent upon the age of the student as well as the social studies context.

Problem Solving

The following steps are suggested for students to use in the development of skills. Steps in solving a problem are:

- recognizing a problem
- defining the problem
- gathering data (compare and classify information)
- selecting an appropriate strategy
- implementing the strategy.

Decision Making

Steps to follow in making a decision are:

- identifying a situation in which a decision is required
- securing needed factual information relevant to making the decision

- recognizing the values implicit in the situation and the issues that flow from them
- developing criteria for decisions
- identifying alternative courses of action and predict likely consequences of each
- making a decision based on data obtained
- implementing the decision.

Planning

Strategies to promote effective planning involve:

- **Focusing**: identifying the task
- **Ordering**: developing a timeline
- **Predicting**: identifying resources
- **Implementing**: assigning roles and responsibilities
- **Reflecting:** monitoring progress.

SKILL III: The learner will develop skills in constructive interpersonal relationships and social participation.

Overview

Students skilled in constructive interpersonal relationships and social participation are sensitive to the motives and feelings of other people. They describe unfamiliar ideas, people, and places accurately without using distorting stereotypes. They are aware of their own cultural attitudes as they encounter cultures unlike their own. In developmentally appropriate K-12 settings, teachers provide opportunities for students to learn how to adjust behaviors in order to function in constructive ways. Students are taught to use information to act appropriately when confronted by change, diversity, ambiguity, or conflict.

Intrapersonal Skills

Teachers should foster development of intrapersonal skills by encouraging students to:

- communicate their own beliefs, feelings, and convictions
- self-monitor one's thinking process

- select an appropriate strategy to resolve an internal conflict.

Interpersonal Skills

Teachers should foster development of interpersonal skills by encouraging students to:

- recognize and demonstrate mutual respect between human beings
- select an appropriate strategy to resolve an external conflict.

Group Participation Skills

Teachers should foster development of group participation skills by encouraging students to:

- contribute to the development of a supportive climate in working with others
- work effectively in groups
- follow democratic procedures
- practice conflict resolution skills
- practice conflict mediation skills.

Students should be provided experiences in dealing with the following:

- **Change:** accept that change is inevitable and natural develop skills needed to promote desired change or inhibit undesirable change
- **Ambiguity:** accept that ambiguity is inevitable and natural revise thinking as new information becomes evident
- **Diversity:** accept that diversity is natural develop skills that promote communication and demonstrate respect for other cultures
- Conflict: accept that conflict is natural and to be expected develop appropriate strategies to deal with conflict.

SKILL IV: The learner will participate effectively in civic affairs.

Overview

Skilled participants in civic affairs work well alone and as members of groups. In the classroom, students present their own ideas clearly and concisely and listen carefully to the ideas

of others. They participate in and lead group discussions. They engage in group decision making and act on the decisions of the group, respecting both majority rule and the rights of the minority. Teachers provide age appropriate opportunities for students to recognize that change is inevitable and to develop the needed skills to respond to change. Students are provided a variety of opportunities K-12 to become familiar with civic involvement in the community, state, and nation. Development of civic participation skills is integrated into the social studies content area in a realistic manner that promotes understanding and application of skills leading to good citizens.

Civic Participation

Students who have developed effective civic participation skills will do the following:

- keep informed on issues that affect society
- use critical thinking skills to address social and political issues
- identify situations in which social action is required
- use the tools of building coalitions, negotiating, compromising, and seeking consensus with social and political issues
- work individually or with others to decide on an appropriate course of action
- work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
- accept and fulfill social responsibilities associated with citizenship in a free society.

Social Studies K-12 Program Framework: Primary

Introduction to Primary Level (K-3)

The social studies program at the primary level introduces children to important concepts and generalizations from history and the social sciences through an integrated study of children and their families, their homes and schools, and the neighborhoods and communities where they live. Studies begin with immediate surroundings familiar to children and proceed deliberately to children and families, homes and schools, neighborhoods, and communities in other environments. Such an approach enables children to build increasingly sophisticated concepts and generalizations and enhances their ability to examine the perspectives of other children in other places and times.

Although young children have little understanding of formal chronology, it is important to include "now and then" concepts and content so that family history, local history, the celebration of holidays, and carefully chosen historical case studies can be understood.

As children progress from concrete to more abstract experiences, they begin to develop key concepts from history and the social sciences. As children progress through the primary years, they enhance their understanding of concepts drawn from the disciplines of anthropology, psychology, sociology, economics, geography, political science, and history.

The primary social studies program is an interactive one: the ways children learn contribute to the depth and quality of learning. As children acquire and examine information, they are led to make judgments and decisions about social phenomena. As they develop socially, their interpersonal relationship skills are enhanced. As they participate in classroom activities and make decisions about real problems and issues, their skills of citizenship and civic participation develop.

Goals and Objectives: Grade K - The Individual and Group Relationships

Introduction

In kindergarten children begin with a study of themselves and their families, of how they grow and change, and of their similarities and differences. As children acclimate themselves to the classroom and school environment, develop skill in working in groups, and become more individually responsible, they achieve important social studies goals.

In the kindergarten program, children develop and refine concepts about themselves and about the family as a basic institution in human society. They come to under-stand that there are basic needs common to all people. As they learn about children and their families in other environments, they perceive likenesses and differences among people. Finally, they realize that although people have basically the same needs, they may meet these needs in a variety of ways.

Goals in kindergarten are accomplished at various times in a variety of ways as children grow and learn throughout the year. Progress toward the goals is based on the individuality of each child in the context of the entire kindergarten program.

Citizenship

GOAL 1: The learner will exhibit traits of good citizenship in the classroom and school.

- 1.1 Participate constructively in school and classroom activities.
- 1.2 Participate in democratic decision making and act in keeping with group decisions.
- 1.3 Assume responsibility in routine activities.

Anthropology/Psychology/Sociology

GOAL 2: The learner will infer that individuals and families are alike and different.

- 2.1 Describe aspects of families.
- 2.2 Distinguish likenesses and differences among individuals and families.
- 2.3 Compare one's family life with that of another child.

GOAL 3: The learner will apply understandings about the social environment to daily situations.

- 3.1 Describe aspects of the home environment and one's role in that environment.
- 3.2 Compare appropriate behaviors in home and school environments.
- 3.3 Demonstrate an understanding of appropriate behavior in different environments.

Political Science

GOAL 4: The learner will apply understandings of authority, responsibility, and justice in a democratic society.

- 4.1 Use established procedures in the classroom and school.
- 4.2 Respect persons in positions of authority.
- 4.3 Assume responsibility for one's own actions.
- 4.4 Recognize the need for fair rules and laws.
- 4.5 Analyze classroom problems and suggest fair solutions.

GOAL 5: The learner will elaborate on the value of community services.

- 5.1 Recognize examples of community services.
- 5.2 Summarize jobs performed by community workers.
- 5.3 Identify relationships between community needs and community services.

History

GOAL 6: The learner will characterize change in different settings.

- 6.1 Describe changes in one's self.
- 6.2 Identify changes in one's family.
- 6.3 Recognize changes in the classroom and school environments.

GOAL 7: The learner will elaborate on religious and other traditions in the community.

- 7.1 Identify religious and secular symbols associated with famous people,

holidays, and special days.

- 7.2 Participate in special days that are observed by the class.
- 7.3 State reasons for observing special days and religious and secular holidays.

Geography

GOAL 8: The learner will apply basic geographic concepts.

- 8.1 Locate and describe familiar places in home, classroom, and school settings.
- 8.2 Construct simple maps, models, and drawings of home, classroom, and school settings.
- 8.3 Analyze the functions of places in the home, the classroom, and the school.
- 8.4 Recognize seasonal changes.
- 8.5 Identify things in the natural environment that are important to one's self.

Economics

GOAL 9: The learner will apply basic economic concepts to individuals and families.

- 9.1 Participate in activities that demonstrate the concept of scarcity.
- 9.2 Distinguish between wants and needs.
- 9.3 Identify different types of work.
- 9.4 Participate in activities that require division of labor.
- 9.5 Identify some uses of money by individuals and families.

Skill Application Examples: Grade K - The Individual and Group Relationships

SKILL I: The learner will acquire information from a variety of sources.

- Collect pictures of homes in different places and create a collage. Identify ways the homes are alike and different. Use photos, old books, calendars, magazines, catalogs, and post cards to cut out pictures of homes.

- Survey family, classmates, other students, teachers, and staff at your school to determine the month in which most people were born.

- Compile data gathered for creating a chart made by the class.

- Observe seasonal changes on the school campus each month. Record the changes on a chart. Read stories about seasonal change and draw pictures.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Brainstorm items needed for the housekeeping center. Create a plan for securing

the items. Decide who is responsible for each part of the plan.

- Participate in making decisions about how to care for class pets. Assist in making a schedule for feeding, grooming, and exercising the animals and for cleaning pens and cages.

- Select pieces of their work and plan how to talk to parents about that work during a student-led conference.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Contribute ideas for a class booklet on "Ways We Can Be Considerate of Others."

- Discuss the need for rules when playing games or working in centers. Complete statements such as "We take turns because...; we share materials because..."

- Dictate a story about a family change such as a birth, death, move, or new job.

SKILL IV: The learner will participate effectively in civic affairs.

- Volunteer to assist in community activities, such as a clean-up project.

- Role-play the responsibilities of good group leaders and good group members.

- Participate in "Adopt a Family" activities to help needy families.

Goals and Objectives: Grade 1 - Home and School

Introduction

In first grade, children build on concepts introduced in the kindergarten year as they learn about children, their families, homes, and schools in a variety of contexts. They gain important perspectives as they compare their own home and school life with that of children in environments and societies different from their own. They continue to develop skills of group participation and become more individually responsible, thus achieving important social studies goals.

By studying home and school life, children come to an understanding of the university of basic human wants and needs. They learn that family and school rules are established for the common good and are a necessary part of group living. In so doing they begin to develop important understandings about the nature of citizenship.

Goals in first grade are accomplished at various times in a variety of ways as children grow and learn throughout the year. Progress toward the goals is based on the individuality of

each child in the context of the entire first grade program.

Citizenship

GOAL 1: The learner will exhibit attributes of good citizenship in the classroom and school.

- 1.1 Participate constructively in school and classroom activities.
- 1.2 Participate in democratic decision making in the classroom.
- 1.3 Demonstrate personal responsibility in school activities.
- 1.4 Cooperate with and help others in classroom situations.

Anthropology/Psychology/Sociology

GOAL 2: The learner will infer that individuals and families are alike and different.

- 2.1 Describe the roles of individuals in the family.
- 2.2 Distinguish similarities and differences among individuals and families.
- 2.3 Compare one's own family life with that of a child living in another culture.

GOAL 3: The learner will analyze important social environments.

- 3.1 Identify social environments in homes and schools.
- 3.2 Compare social environments in homes and schools.
- 3.3 Describe and demonstrate appropriate behaviors in various environments.

Political Science

GOAL 4: The learner will apply concepts of authority, responsibility, and justice to home and school settings.

- 4.1 Explain why certain individuals have authority.
- 4.2 Predict the consequences of responsible and irresponsible actions.
- 4.3 Elaborate on the need to apply rules fairly in the home, school and community.

GOAL 5: The learner will describe relationships between people and their governments.

- 5.1 Identify and elaborate on community services.
- 5.2 Distinguish those community services provided by governments.
- 5.3 Cite examples of people depending on governments and governments depending on people.

History

GOAL 6: The learner will identify change in different settings.

- 6.1 Describe personal and family changes.
- 6.2 Recognize and describe changes in the classroom and school during the year.
- 6.3 Identify and describe changes outside the school environment.

GOAL 7: The learner will elaborate on religious and other cultural traditions in the community.

- 7.1 Identify religious and secular symbols associated with famous people, holidays, and special days.
- 7.2 Participate in classroom activities associated with special days and holidays in the community and other countries.
- 7.3 Cite reasons for observing special days and religious and secular holidays.

Geography

GOAL 8: The learner will apply basic geographic concepts.

- 8.1 Locate and describe familiar places in the home, classroom, and school.
- 8.2 Construct simple maps, models, and pictures representing home and school settings.
- 8.3 Identify the functions of places in homes and schools.
- 8.4 Analyze patterns of movement between homes and schools.
- 8.5 Demonstrate responsibility for the environment in classroom, school, and community settings.

Economics

GOAL 9: The learner will apply basic economic concepts to home and school.

- 9.1 Participate in activities that demonstrate the concept of scarcity.
- 9.2 Distinguish between wants and needs.
- 9.3 Distinguish between goods and services.
- 9.4 Know that all families produce and consume goods and services.
- 9.5 Participate in activities that require division of labor.
- 9.6 Identify some uses of money by individuals and families.

Skill Application Examples: Grade 1 - Home and School

SKILL I: The learner will acquire information from a variety of sources.

- From stories and pictures of a child in another culture, identify roles of family

members and compare to one's own family.

- Take a walking tour of the school campus. Observe, take notes, and draw or make pictures. Create a big book or scrapbook for kindergarten classes entitled "Welcome to Our School."

- Interview other students and collect data on means of travel and travel time from home to school. Make charts and graphs to display the data.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Make a list of students' favorite things. Decide if each are wants or needs and create a graphic organizer to classify the items.

- Plan an Appreciation Day Program for school staff. Assign committees to write invitations, make gifts, prepare a program, take pictures, decorate, and clean up.

- Create a skit about a problem at school, such as noise in the cafeteria.

- Propose solutions and give reasons for each. Vote on the best solution., Present the skit to the student body.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Identify examples of conflict at home or school. Brainstorm strategies to resolve conflict in constructive ways.

- Become a buddy for a student new to your school. Assist in orientation and plan ways to help the student adjust to new classmates, teachers, routines, and surroundings.

- Participate in activities such as learning songs and dances in order to learn about social customs of other cultures.

SKILL IV: The learner will participate effectively in civic affairs.

- Volunteer for class, school, and community projects such as food drives.

- Create slogans for posters and bumper stickers to promote community projects such as Community Watch.

- Plan to elect class officers. Organize the voter registration and voting procedures. Decide the duties and responsibilities of each office. Campaign, vote, and swear

in the elected officials.

Goals and Objectives: Grade 2 - Neighborhood and Local Community

Introduction

In second grade, children continue to use and reinforce concepts, generalizations, and skills introduced in kindergarten and first grade as they learn about their own neighborhood and the neighborhoods and communities in which other children live. As the children examine a variety of neighborhoods, they recognize the multiple roles of individuals and families. They explore characteristics of local government and deepen their understandings of concepts such as authority, justice, and responsibility. They analyze and evaluate the effects of change and become aware of the diversity of religious and other cultural traditions in neighborhoods. As they examine physical settings and economic activities of neighborhoods, second graders expand their understanding of important social science concepts and generalizations.

Second grade children accomplish these goals at various times in a variety of ways as they grow and learn throughout the year. Progress toward the goals is based on the individuality of the child in the context of the entire second grade program.

Citizenship

GOAL 1: The learner will exhibit attributes of good citizenship in the classroom, school, neighborhood, and community.

- 1.1 Identify and describe attributes of good citizenship.
- 1.2 Demonstrate good citizenship in classroom and school actions.
- 1.3 Compare good citizenship in the classroom and school to neighborhood and community citizenship.

Anthropology/Psychology/Sociology

GOAL 2: The learner will infer that individuals, families, and institutions in neighborhoods and communities are and have been alike and different.

- 2.1 Distinguish similarities and differences between one's self and other family members.
- 2.2 Describe similarities and differences among families in different neighborhoods and communities.
- 2.3 Distinguish similarities and differences among institutions indifferent neighborhoods and communities.

GOAL 3: The learner will analyze multiple roles in families, work places, neighborhoods, and communities.

- 3.1 Identify multiple roles performed by children in their families, schools, and neighborhoods.
- 3.2 Describe multiple roles performed by children in other neighborhoods and communities.
- 3.3 Describe multiple roles performed by adults in neighborhoods and communities.

Political Science

GOAL 4: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

- 4.1 Suggest and justify rules and laws for neighborhoods and communities.
- 4.2 Suggest the consequences of not obeying rules and laws.
- 4.3 Describe the basic authority given to local elected officials.
- 4.4 Identify examples of responsible participation in neighborhoods and communities.
- 4.5 Evaluate fair and unfair procedures for dealing with neighborhood and community problems.
- 4.6 Distinguish aspects of the justice system evident in neighborhoods and communities.

GOAL 5: The learner will evaluate relationships between people and their governments.

- 5.1 Identify government bodies and explain their functions in neighborhoods.
- 5.2 Cite examples of the elective process in the community.
- 5.3 Analyze how individuals and families depend on government services and how local governments depend on the support of citizens.
- 5.4 Identify examples of tax money being used in neighborhoods and communities.

History

GOAL 6: The learner will identify change in neighborhoods and communities.

- 6.1 Identify examples of change in neighborhoods.
- 6.2 Analyze the effects of change in a given neighborhood or community.
- 6.3 Predict logical future changes.

GOAL 7: The learner will analyze religious and other cultural traditions.

- 7.1 Identify religious and secular holidays observed in neighborhoods and communities.
- 7.2 Interpret religious and secular symbols used in neighborhoods and communities.

- 7.3 Elaborate on patriotic symbols and observances.
- 7.4 Identify selected famous people in history.

Geography

GOAL 8: The learner will apply basic geographic concepts and terminology.

- 8.1 Describe uses of maps and globes.
- 8.2 Use geographic terms to describe landforms, bodies of water, weather, and climate..
- 8.3 Identify indigenous vegetation and animal life in neighborhoods.

GOAL 9: The learner will apply geographic themes to neighborhoods.

- 9.1 Identify the absolute and relative location of neighborhoods.
- 9.2 Compare physical and human characteristics of neighborhoods.
- 9.3 Analyze human-environment interaction in the local and other neighborhoods.
- 9.4 Identify means and methods of human movement in the local and other neighborhoods.
- 9.5 Identify the extended regions of the local neighborhood and compare to regions of other neighborhoods.

Economics

GOAL 10: The learner will apply basic economic concepts to neighborhoods.

- 10.1 Identify examples of scarcity in neighborhoods.
- 10.2 Distinguish between wants and needs.
- 10.3 Define income and identify different sources of income in neighborhoods.
- 10.4 Explain the use of money as a means of exchange.
- 10.5 Distinguish between goods produced and services provided in neighborhoods.

GOAL 11: The learner will evaluate the uses of economic resources in different neighborhoods.

- 11.1 Identify economic resources in neighborhoods.
- 11.2 Describe the use of economic resources in neighborhoods.
- 11.3 Analyze the changing uses of a neighborhoods economic resources and predict logical future changes.

Skill Application Examples: Grade 2 - Neighborhood and Local Community

SKILL I: The learner will acquire information from a variety of sources.

- Construct a graphic organizer or conduct a role-play comparing the economic, political, and social roles of children and adults in your neighborhood.
- View documentaries, read books, listen to music CDs, and interview natives of foreign countries. Using multiple media, prepare presentations on Neighborhoods Around the World.
- Use a variety of resources, including technology, to find out how tax money is used locally.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Identify limited resources in the neighborhood and propose alternative or substitute items to replace those resources.
- Analyze human-environment interaction in the local neighborhood. Identify potential problems; propose alternative actions and solutions.
- Conduct appropriate research and plan an observance of a patriotic holiday that involves the school and neighborhood.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- After reading stories about conflict, write about your feelings in a response journal. Suggest ways to resolve the conflicts.
- Use newspaper accounts and literature to describe examples of how people from one cultural background have interacted with people from another.
- Create a skit on "Dealing With Differences." Write scenes for different settings such as home, school, and neighborhood.

SKILL IV: The learner will participate effectively in civic affairs.

- Identify needs in the school or neighborhood and organize projects to address the needs, such as placing safety monitors at traffic crossings.
- Write a news story about how citizens can help government workers in neighborhoods, such as obeying leash laws, using ZIP codes, and properly

disposing garbage.

- Respond to "What If?" situations such as, "What if no one ran for office, what if no one voted, and what if all volunteer projects ended?"

Goals and Objectives: Grade 3 - Communities

Introduction

The third grade study is designed to increase children's understandings about community life in a variety of contexts. They compare aspects of familiar communities with those of other cultures and times. Students examine relationships among ways of living, the physical environment, and human traditions. They are introduced to problems confronting communities and explore possible solutions.

Third graders begin to gain understandings about citizenship in other cultures, the religious and cultural traditions of others, economic activities in differing societies, and the lives of families and children in a variety of settings. These settings should include Africa, Asia, Europe, and Latin America as well as the United States and North America. In each unit of instruction, at least one other culture should be examined for purposes of finding similarities and differences in institutions and ways of living.

The concept of change and varying rates of change among communities is also explored at grade three. By examining community life in the past, children are made aware of the cultural, political, and economic factors that bind communities together in time and give them continuity. In each unit of instruction, at least one time period, such as the colonial or Pre-Civil War periods, should be examined for purposes of identifying similarities and differences in institutions and ways of living in communities.

Citizenship

GOAL 1: The learner will exhibit good citizenship in the classroom, school, and community.

- 1.1 Identify attributes of good citizenship.
- 1.2 Cite skills of good citizenship.
- 1.3 Distinguish between school and community citizenship.

Anthropology/Psychology/Sociology

GOAL 2: The learner will infer that individuals, families, and communities are and have been alike and different.

- 2.1 Distinguish similarities and differences among children at different times and

in different places.

- 2.2 Analyze similarities and differences among families in different times and in different places.
- 2.3 Assess similarities and differences among communities in different times and in different places.

GOAL 3: The learner will analyze the multiple roles that individuals perform in families, work places, and communities.

- 3.1 Distinguish among the economic, political, and social roles of children and adults.
- 3.2 Describe roles performed by children and adults in communities studied.
- 3.3 Clarify the roles of children and adults in communities that differ from one's own in time and place.

Political Science

GOAL 4: The learner will apply concepts of authority, responsibility, and justice in a democratic societies.

- 4.1 Cite the need for persons in positions of authority and judge the privileges and limitations of such positions.
- 4.2 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- 4.3 Suggest fair ways of distributing benefits and burdens.
- 4.4 Evaluate procedures for dealing with problems and conclude which are more just.
- 4.5 Elaborate on selected aspects of the justice system.

GOAL 5: The learner will evaluate relationships between people and their governments.

- 5.1 Distinguish between government and nongovernment bodies in the community.
- 5.2 Summarize the elective process in the community and distinguish between elected and appointed officials.
- 5.3 Analyze how individuals and families depend on government services and how governments depend on their citizens.
- 5.4 Give examples of and cite the need for taxes.
- 5.5 Identify the political subdivisions in which one lives.
- 5.6 Summarize how governmental services and activities have changed over time.

History

GOAL 6: The learner will evaluate change in different settings.

- 6.1 Identify and analyze changes which have occurred in communities in different settings.
- 6.2 Analyze the impact of change on the lives of people in communities studied.
- 6.3 Predict logical future change in communities studied.

GOAL 7: The learner will analyze religious and other cultural traditions.

- 7.1 Identify and explain the importance of selected persons, patriotic symbols, and public observances.
- 7.2 Distinguish between secular and religious symbols and explain why secular and religious holidays are celebrated as they are.
- 7.3 Identify a variety of examples of cultural traditions.

Geography

GOAL 8: The learner will apply basic geographic concepts and terminology.

- 8.1 Distinguish among various kinds of maps and globes and suggest their uses.
- 8.2 Use correct terminology to describe landforms and bodies of water.
- 8.3 Apply understandings about climate and typography to communities studied.

GOAL 9: The learner will apply geographic themes to communities.

- 9.1 Know absolute and/or relative locations of the local and other communities.
- 9.2 Understand the concept of place within the context of the local community.
- 9.3 Identify examples of human-environment interaction in the local and wider communities.
- 9.4 Apply concepts of movement that link the local and other communities.
- 9.5 Distinguish the local region from other regions of which it is a part.

Economics

GOAL 10: The learner will apply basic economic concepts to communities studied.

- 10.1 Draw relationships between unlimited wants and limited resources and cite examples from communities studied.
- 10.2 Apply understandings about specialization and division of labor to communities studied.
- 10.3 State differences and similarities among various means of economic exchange.
- 10.4 Describe the functions of banks in given communities.

GOAL 11: The learner will evaluate the uses of economic resources in different communities.

- 11.1 Distinguish economic resources of the local community from those of other communities studied.
- 11.2 Analyze the uses of economic resources in a variety of communities.
- 11.3 Recognize and explain reasons for economic interdependence in communities and regions.
- 11.4 Describe the changing uses of a community's economic resources and predict logical future changes.

Skill Application Examples: Grade 3 - Communities

SKILL I: The learner will acquire information from a variety of sources.

- Observe and interpret the visual data presented in historical photographs, paintings, and drawings of the people, places, and historical events of communities studied.

- Create a picture, collage, or diorama depicting rural, suburban, and urban communities.

- Create a big book or coloring book about local history for young children. Include sketches of people, buildings, statues, monuments, and other points of interest. Write appropriate text or captions based on research.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Propose a plan for a festival to observe events in local history. Identify special foods, decorations, music, games, and other activities appropriate to the occasion.

- Analyze a current issue or problem in the school or community and propose a solution by applying such fundamental values as being fair, protecting individual rights, and being responsible for the common good.

- Compare the privileges and limitations of a position of authority and decide whether they balance. Give reasons to justify your decision.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Listen to or read historical narratives, myths, legends, and stories to identify examples of conflict. Work in groups to propose peaceful resolutions.

- Identify examples of cultural diversity in the school and community. Interview students and adults from a variety of cultures to learn about their celebrations of religious and secular holidays.

- Create a Code of Conduct for your community. List expectations for behavior that would be fair to and benefit all people.

SKILL IV: The learner will participate effectively in civic affairs.

- Write scripts and produce a class video on the importance of responsible participation in a specific local activity or project, such as Crime Stoppers.

- Given a local change, such as an election or the building of a shopping center, write an editorial to suggest how change might affect the lives of children and adults.

- Participate in an election project such as Kids Voting or adapt the program and implement it in your school and community.

Introduction to Elementary Level (4/5)

Elementary students begin studies of world regions as they examine regions of North Carolina, the United States, Canada, and nations of Latin America. As they begin this process of regional study, they are able to reinforce basic concepts taken from history and the social science disciplines. Beginning with the study of North Carolina, its regions and the regions of which it is a part, students progress to study of the Western Hemisphere.

In the study of North Carolina, regions may be defined by either physical features, such as coastal plains or mountains, or by cultural characteristics, such as the Triad region. Half of the program of study of the Western Hemisphere is devoted to the United States. In the remaining half of the study, students learn about Canada and its regions and Latin American nations. Organizing this study by focusing on regions allows selected states, provinces, and nations to be chosen as illustrative case studies. These case studies might include the Plains States, the Atlantic Provinces of Canada, or the Andean Nations of Latin America.

In their study of regions, students begin to build geographic understandings of representative cultures and the values they hold. They learn about the varied ways societies organize their economic, social, and political lives. In addition to the emphasis on cultural geography, content for regional study is drawn from the social science disciplines of anthropology, psychology, sociology, economics, and political science. The study of history provides a context for understanding how societies have changed over time and the contributions each has made. Given the swiftness of change and our global information systems, students' examinations of these societies must require continuous reference to current events and trends.

The regional study of North Carolina, the United States, Canada, and Latin America will enable students to investigate and respond thoughtfully to these basic questions about their state, nation, and their hemisphere:

- Who are the people of this society, and what are their values and beliefs? (Anthropology, Psychology, Sociology)
- What is the environment in which the people live? (Geography)
- How is the society organized? (Political Science)
- How do the people of this society make a living? (Economics)
- How has this society changed over time? (History)

Goals and Objectives: Grade 4 North Carolina: The Land and Its People

Introduction

In fourth grade, students proceed from community studies to a study of the state of North Carolina. As they examine North Carolina, they learn about the characteristics of North Carolina people: who we are and where we came from. They explore our geographic regions, learning about the landforms, climate, and resources of the state. Fourth graders are introduced to the concept of culture and learn about the state's social, economic, and political institutions. As students learn about North Carolina, they begin to view the state in the broad context of other regions, the southeast, the nation, and the world economy in which we live.

As students learn about North Carolina they develop concepts and generalizations from history and the social sciences. These concepts and generalizations, developed in fourth grade, will be further refined in grades five through seven as students examine other world regions. Concepts for the study are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography.

In their study of North Carolina as a region, students will address competency goals that engage them in an investigation of these basic questions:

- Who are the people of North Carolina, and what are their values and beliefs? (Anthropology, Psychology, Sociology)
- What is the environment in which North Carolina people live? (Geography)
- How is North Carolina society organized? (Political Science)
- How do the people of North Carolina make a living? (Economics)

- How has North Carolina changed over time? (History)

Anthropology/Psychology/Sociology

GOAL 1: The learner will analyze the characteristics of the people of North Carolina.

- 1.1 Identify, locate, and describe ways of living of the major Native-American groups in North Carolina, past and present.
- 1.2 Describe the origins and characteristics of major groups that settled in North Carolina and assess their influence on North Carolina customs.
- 1.3 Analyze similarities and differences among North Carolina's people, past and present.

GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in North Carolina.

- 2.1 Describe traditional art forms and aesthetic values in North Carolina.
- 2.2 Identify religious and ethical beliefs that have influenced life in North Carolina and assess the importance of this influence on North Carolina society.
- 2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

Geography

GOAL 3: The learner will locate major physical features and suggest the influence of location on life in North Carolina.

- 3.1 Describe the absolute and relative location of the state and places within the state.
- 3.2 Locate in absolute and relative terms major landforms, bodies of water, and natural resources in North Carolina.
- 3.3 Suggest some influences that location has on life in North Carolina.

GOAL 4: The learner will assess the significance of physical and cultural characteristics of regions within North Carolina and the regions of which North Carolina is a part.

- 4.1 Explain how regions are defined, and identify regions within North Carolina and regions of which North Carolina is a part.
- 4.2 Describe the major physical and cultural characteristics of regions within North Carolina.
- 4.3 Compare the physical and cultural characteristics of regions within North Carolina.
- 4.4 Evaluate the importance of regional differences in North Carolina.

GOAL 5: The learner will evaluate ways the people of North Carolina use, modify and adapt to the physical environment.

- 5.1 Explain how North Carolinians in the past used, modified, or adapted to the physical environment.
- 5.2 Describe how North Carolinians now use, modify, or adapt to their physical environment.
- 5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.

GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

- 6.1 Trace the movement of people, goods, and ideas from one part of the state to another and between North Carolina and other places.
- 6.2 Compare ways in which people, goods, and ideas moved in the past in North Carolina with their movement today.
- 6.3 Judge the importance of the movement of people, goods, and ideas for North Carolina.

Political Science

GOAL 7: The learner will analyze the effectiveness of government agencies and political institutions in North Carolina.

- 7.1 Identify important services provided by state government in North Carolina.
- 7.2 Explain how state government services are financed.
- 7.3 Evaluate personal characteristics and skills necessary for effective leadership by state officials and political leaders.

GOAL 8: The learner will examine ways North Carolinians govern themselves.

- 8.1 Identify major government authorities at the local, state, and national levels; know how they are selected and state their general areas of responsibility.
- 8.2 Demonstrate an understanding of the importance of responsible citizenship and explain ways North Carolinians can participate as citizens.
- 8.3 Analyze ways North Carolinians deal with questions of justice.
- 8.4 Analyze relationships among local, state, and national governments.

Economics

GOAL 9: The learner will evaluate how North Carolinians use economic resources to satisfy their wants and needs.

- 9.1 Explain the relationship between unlimited wants and limited resources.

- 9.2 Analyze the choices and opportunity cost involved in economic decisions.
- 9.3 Categorize the state's resources as natural, human, or capital.
- 9.4 Assess the use being made of natural resources in North Carolina.

GOAL 10: The learner will analyze North Carolina's economic relationships.

- 10.1 Describe ways in which the economy of North Carolina is interdependent.
- 10.2 Analyze examples of interdependence in the North Carolina economy and in our economic relationships with other states and other nations.
- 10.3 Evaluate the influence of discoveries, inventions, and technological innovations on economic interdependence.

History

GOAL 11: The learner will assess changes in ways of living over time and investigate why and how these changes occurred.

- 11.1 Identify and describe changes which have occurred in ways of living in North Carolina.
- 11.2 Distinguish among political, social, and economic changes.
- 11.3 Evaluate the effects of change on the lives of the people of North Carolina.

GOAL 12: The learner will trace developments in North Carolina history and describe their impact on the lives of people today.

- 12.1 Identify people, symbols, and events associated with North Carolina's heritage.
- 12.2 Assess the influence of an important event from North Carolina's past on life today.

Skill Application Examples: Grade 4 - North Carolina: The Land and Its People

SKILL I: The learner will acquire information from a variety of sources.

- Through visits to historic sites and museums, interviews with senior citizens and reenactors, and review of records from local newspapers and historical societies, develop a mural, historical narrative, or dramatization of life in a particular region long ago.

- Interview older members of several religious groups to learn about how these groups have influenced their members and the wider community and how they have changed over time.

- On a blank map of North Carolina, locate major forest and mineral resources and describe their location relative to landforms and bodies of water.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- After doing research on a problem in North Carolina, create a bumper sticker or button that encourages a solution.
- Using lists of economic, political, or social issues in North Carolina, plan a mock public hearing by regions of the state. Role-play representatives of institutions and interest groups who should be able to influence public policy on the issues.
- Use a decision-making grid to make a personal economic decision.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Create graphs showing the growing diversity of cultural groups in North Carolina over the past century.
- View or read about some examples of drama, music, and other arts in North Carolina.
- Write a persuasive essay explaining how they the meet social needs of people.
- Identify examples of conflict that arise in various regions of the state. List possible reasons for the conflict and suggest equitable, peaceful solutions.

SKILL IV: The learner will participate effectively in civic affairs.

- Develop a directory that identifies community service projects in which students may participate, such as Crop Walk.
- Survey community residents and develop a profile of voting patterns in local, state, and national elections. Incorporate the results in a pamphlet designed to encourage voting.
- Make a collage or create a role-play depicting what citizens, including students, can do to enhance responsible participation in the community.

Goals and Objectives: Grade 5 - The Western Hemisphere: The United States, Canada, and Latin America

Introduction

In fifth grade, students build on the concepts, generalizations, and skills developed in the

fourth grade North Carolina study as they extend their focus to geographic regions of the United States, Canada, and Latin America. They will learn about the peoples of the Western Hemisphere and the physical environments in which they live. As they examine social, economic, and political institutions, they will analyze similarities and differences among societies.

As fifth graders learn about the Western Hemisphere, they refine concepts developed in the fourth grade study of North Carolina. These concepts will be further refined in sixth and seventh grade studies of other world regions. Concepts for this study of the Western Hemisphere are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Half the program at fifth grade is devoted to the study of the United States. In the remaining half of the year, students learn about Canada and its regions and Latin American nations. Organizing the fifth grade study by focusing on regions allows selected states, provinces, and nations to be chosen as illustrative case studies. Theses case studies might include the Plains States, the Atlantic Provinces of Canada, or the Andean Nations of Latin America.

In their study of societies in the Western Hemisphere, students will address five key questions:

- Who are the people of this society, and what are their values and beliefs? (Anthropology, Psychology, Sociology)
- What is the environment in which these people live? (Geography)
- How is this society organized? (Political Science)
- How do the people of this society make a living? (Economics)
- How has this society changed over time? (History)

Anthropology/Psychology/Sociology

GOAL 1: The learner will analyze the characteristics of people of the Western Hemisphere.

- 1.1 Identify, locate, and describe major groups of people, past and present, in the United States, Canada, and Latin America.
- 1.2 Describe similarities and differences among the people of the United States, Canada, and Latin America.
- 1.3 Assess the role and status of individuals and groups in the United States, Canada, and Latin America, past and present.

GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in the United States, Canada, and Latin America.

- 2.1 Describe evolving art forms and aesthetic values and assess their influence on life in the United States, Canada, and Latin America.
- 2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in the United States, Canada, and Latin America.
- 2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

Geography

GOAL 3: The learner will locate major physical features and suggest the influence of location on life in the Western Hemisphere.

- 3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States, Canada, and Latin America.
- 3.2 Analyze the impact of the absolute and relative location of places on ways of living in the United States, Canada, and Latin America.

GOAL 4: The learner will assess the significance of physical and cultural characteristics of regions within North Carolina and the regions of which North Carolina is a part.

- 4.1 Define region and identify various regions within the Western Hemisphere.
- 4.2 Compare the physical and cultural characteristics of regions within the Western Hemisphere and within the United States, Canada, and Latin America.
- 4.3 Describe differences between developed and developing regions in the Western Hemisphere.

GOAL 5: The learner will evaluate ways the people of the Western Hemisphere use, modify and adapt to the physical environment.

- 5.1 Explain how people of the Western Hemisphere adapt and have adapted to the physical environment.
- 5.2 Describe how the people of the United States, Canada, and Latin America use and modify their physical environments.
- 5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.

GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

- 6.1 Analyze the movement of people, goods, and ideas within and among the countries of the United States, Canada, and Latin America and between the Western Hemisphere and other places.

- 6.2 Compare ways in which people, goods, and ideas moved in the past in the United States, Canada, and Latin America with their movement today.
- 6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in the Western Hemisphere.

Political Science

GOAL 7: The learner will examine the relationship of the United States, Canada, and Latin America to other nations and to world affairs.

- 7.1 Explain how the world is organized politically.
- 7.2 Explain how nation-states interact with each other.
- 7.3 Describe how United States foreign policy is made and the means by which it is carried out.
- 7.4 Identify the role of major international organizations.

GOAL 8: The learner will examine ways the people of the United States, Canada, and Latin America govern themselves.

- 8.1 Identify the three levels of government in the United States and describe their legislative, executive, and judicial functions.
- 8.2 Analyze how the societies of the United States, Canada, and Latin America deal with the issues of justice.
- 8.3 Describe how governments in the United States, Canada, and Latin America select leaders and establish laws.
- 8.4 Compare forms of government in the United States, Canada, and Latin American nations and explain how and why they have changed over time.

Economics

GOAL 9: The learner will determine ways societies in the Western Hemisphere make decisions about the allocation and use of economic resources.

- 9.1 Categorize economic resources found in the United States, Canada, and Latin America as human, natural, or capital.
- 9.2 Compare ways resources are used in the United States, Canada, and Latin America.
- 9.3 Analyze the effects of the unequal distribution of natural resources.
- 9.4 Describe the characteristics of economies in the United States, Canada, and Latin America and how they have changed over time.
- 9.5 Assess economic institutions in terms of how well they enable people to meet their needs.

GOAL 10: The learner will analyze economic relationships in the Western Hemisphere.

- 10.1 Describe ways in which the economy of the United States, Canada, and Latin America are interdependent.
- 10.2 Analyze causes and effects of increasing international economic interdependence.
- 10.3 Evaluate the influence of discoveries, inventions, and technological innovations on economic interdependence.

History

GOAL 11: The learner will analyze changes in ways of living and investigate why and how these changes occurred.

- 11.1 Identify and describe changes which have occurred in ways of living in the United States, Canada, and Latin America.
- 11.2 Identify examples of cultural transmission and interaction within and among the regions of the Western Hemisphere.
- 11.3 Evaluate the effects of change on the lives of the people of the United States, Canada, and Latin America.

GOAL 12: The learner will trace developments in the history of the United States, Canada, and Latin America and assess their impact on the lives of people today.

- 12.1 Identify people, symbols, and events associated with the heritage of the United States, Canada, and Latin America.
- 12.2 Associate an event or phenomenon in the history of the United States, Canada, and Latin America with a current situation or practice.

12.3 Trace an economic, political, or social development through the history of the United States, Canada, or Latin America and judge its impact on society.

Skill Application Examples: Grade 5 - The Western Hemisphere: the United States, Canada, and Latin America

SKILL I: The learner will acquire information from a variety of sources.

- Use maps, historical records, pictures, paintings, and student-generated questions to create a data retrieval chart comparing geographic features, economic activities, food, clothing, crafts, and rituals of two or more Native American societies of long ago.

- Create a Venn diagram or other graphic organizer to compare similarities and differences between developed and developing regions of the United States, Canada, and Latin America.

- Create collages or bulletin board displays depicting examples of cultural transmission and cultural interaction.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Given descriptions of problems, suggest fair ways of solving them. Make inferences about how these solutions might be applied to problem situations in the United States, Canada, and Latin America.

- Identify an issue important to societies in the Western Hemisphere, such as poverty or immigration. Gather information, state criteria for evaluating possible solutions, and report findings to the class in oral or written form.

- Create an economic development plan for a region or country in the United States, Canada, or Latin America.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Analyze case studies of the treatment of minorities in the Western Hemisphere, using as criteria the fair distribution of the benefits and burdens of society.

- Given a change occurring in the Western Hemisphere, predict effects the change might have on the lives of individuals or groups.

- Identify conflicts among Western Hemisphere nations. Analyze and compare how these conflicts have been resolved. Classify the results as violent or non-violent.

SKILL IV: The learner will participate effectively in civic affairs.

- Write an editorial about how well a given need is being met by the economic, political, or social institutions of the United States, Canada, and Latin America.

- Design a summit meeting for officials of the Western Hemisphere to discuss common problems, such as crime or environmental issues. Discuss actions local citizens could take to solve the problems.

- Participate in a public awareness campaign concerning local problems and issues. Create strategies for involving students.

Introduction to Middle Level (6-8)

Students in the middle-level social studies program continue the geographic study of world regions as they examine the Eastern Hemisphere. They engage as well in the historical study of their own state as a part of the larger national history. In the process, they continue the development of basic concepts taken from history and the social science disciplines. The middle-level studies of Europe, Africa, and Asia complete the study of the state, nation, and world begun in grade four. These studies are designed to allow students to examine societies dissimilar to their own in such a way as to broaden their understanding of people and places in an increasingly interdependent world. Students examine areas of the world having the longest record of human habitation and the richest diversity of human experience. These are regions within which the vast majority of the world's people live and regions that possess some of the world's most valuable resources.

At the middle level, students build on the concepts and generalizations developed in earlier grades as they learn about the peoples of Europe (including states formerly in the Soviet Union), Africa and Asia (including Oceania), and the physical environments in which they live. As students examine social, economic, and political institutions in societies in Europe, Africa, and Asia, they analyze similarities and differences among these societies as well as making comparisons with societies in the Western Hemisphere. Concepts for this study are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography.

As students examine societies in Europe, Africa and Asia, they discern that regions may be defined in a number of ways: politically, geographically, culturally, and historically. Organizing the study by focusing initially on physical geographic regions allows for extension into other regional studies. Examples of geographic regions might include Northern Africa or East Asia.

The study of history in grades six and seven provides a context for understanding how societies have changed over time and the contributions each has made. In grade eight, the formal study of history builds on geographic understandings as North Carolina is placed in historical perspective. North Carolina's role in the American nation is the general subject covering the entire span of the national experience, beginning with the founding of the Carolina colony and reaching into contemporary times.

The middle level social studies program will enable students to investigate and respond thoughtfully to these basic questions about their world today and their state and its relationship to the rest of the nation during the past as well as today:

- Who are the people of this society, and what are their values and beliefs? (Anthropology, Psychology, and Sociology)

- What is the environment in which these people live? (Geography)

- How is this society organized? (Political Science)
- How do the people of this society make a living? (Economics)
- How has this society changed over time? (History)

Goals and Objectives: Grade 6 - The Eastern Hemisphere: Europe and the Former Soviet Republics

Introduction

The sixth grade study of Europe (including nations formerly in the Soviet Union) continues the world studies cycle begun in grade five with the study of the Western Hemisphere. In sixth grade, students build on the concepts and generalizations developed in fourth and fifth grades as they learn about the peoples of Europe and the former Soviet Republics and the physical environments in which they live. As students examine social, economic, and political institutions, they analyze similarities and differences among societies.

Concepts for this study are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography.

As sixth graders examine societies in Europe and the former Soviet Republics, they learn that regions may be defined in a number of ways: politically, geographically, culturally, and historically. Organizing the sixth grade study by focusing initially on physical geographic regions allows for extension into other regional studies. Examples of geographic regions might include Scandinavia or the Danube Basin.

In their study of societies in the Eastern Hemisphere, students will address five key questions:

- Who are the people of this society, and what are their values and beliefs? (Anthropology, Psychology, and Sociology)
- What is the environment in which these people live? (Geography)
- How is this society organized? (Political Science)
- How do the people of this society make a living? (Economics)
- How has this society changed over time? (History)

Anthropology/Psychology/Sociology

GOAL 1: The learner will investigate the characteristics of people of Europe and the

former Soviet Republics.

- 1.1 Identify the origins, characteristics, and influences of major groups of people in Europe and the former Soviet Republics.
- 1.2 Describe similarities and differences among people of Europe and the former Soviet Republics.
- 1.3 Assess the role, status, and social class of individuals and groups in Europe and the former Soviet Republics, past and present.

GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Europe and the former Soviet Republics.

- 2.1 Describe and assess the influence of evolving art forms and aesthetic values in societies of Europe and the former Soviet Republics.
- 2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in Europe and the former Soviet Republics.
- 2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

Geography

GOAL 3: The learner will locate major physical features and suggest the influence of their location on life in Europe and the former Soviet Republics.

- 3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources within Europe and the former Soviet Republics.
- 3.2 Analyze the impact of the absolute and relative location of places within Europe and the former Soviet Republics.

GOAL 4: The learner will assess the significance of the physical and cultural characteristics of regions within Europe and the former Soviet Republics.

- 4.1 Define region and identify various regions within Europe and the former Soviet Republics.
- 4.2 Compare the physical and cultural characteristics of regions within Europe and the former Soviet Republics.
- 4.3 Distinguish between developed and developing regions in Europe and the former Soviet Republics.

GOAL 5: The learner will evaluate ways people in Europe and the former Soviet Republics use, modify and adapt to their physical environment.

- 5.1 Explain how people of Europe and the former Soviet Republics have adapted to the physical environment.
- 5.2 Describe how the people of Europe and the former Soviet Republics use and

modify their environment.

- 5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.

GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas.

- 6.1 Analyze the movement of people, goods, and ideas within and among nations in Europe and the former Soviet Republics and between the Western Hemisphere and other world areas.
- 6.2 Compare ways in which people, goods, and ideas moved in the past in Europe and the former Soviet Republics with their movement today.
- 6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in Europe and the former Soviet Republics.

Political Science

GOAL 7: The learner will evaluate the relationship of the nations of Europe and the former Soviet Republics to each other, to other world nations, and to world affairs.

- 7.1 Explain how nations in Europe and the former Soviet Republics are organized politically.
- 7.2 Describe how nation-states interact with each other.
- 7.3 Analyze how foreign policy is made and the means by which it is carried out.
- 7.4 Assess the role of major international organizations in Europe and the former Soviet Republics.

GOAL 8: The learner will examine how societies in Europe and the former Soviet Republics govern themselves.

- 8.1 Describe how different types of governments in Europe and the former Soviet Republics carry out legislative, executive, and judicial functions.
- 8.2 Analyze how the societies in Europe and the former Soviet Republics deal with issues of justice.
- 8.3 Describe how governments in Europe and the former Soviet Republics select leaders and establish laws.
- 8.4 Compare forms of government in Europe and the former Soviet Republics and explain how and why they have changed over time.

Economics

GOAL 9: The learner will determine how societies in Europe and the former Soviet Republics make decisions about the allocation and use of economic resources.

- 9.1 Identify economic resources found in Europe and the former Soviet Republics

and explain relationships between the location of natural resources and economic activities.

- 9.2 Analyze ways economic resources are used.
- 9.3 Analyze the effects of the unequal distribution of resources.
- 9.4 Describe the characteristics of economies in Europe and the former Soviet Republics and how they have changed over time.
- 9.5 Assess economic institutions in terms of how well they enable people to meet their needs.

GOAL 10: The learner will analyze economic relationships in Europe and the former Soviet Republics.

- 10.1 Describe the effects of interdependence on economies.
- 10.2 Assess causes and effects of increasing economic interdependence.
- 10.3 Evaluate the influence of inventions, discoveries, and innovations on economic interdependence.

History

GOAL 11: The learner will analyze changes in ways of living and investigate why and how these changes occurred.

- 11.1 Describe and analyze changes which have occurred in ways of living in Europe and the former Soviet Republics.
- 11.2 Identify examples of cultural transmission and interaction within and among regions in Europe and the former Soviet Republics.
- 11.3 Evaluate the effect of change on the lives of people in Europe and the former Soviet Republics.

GOAL 12: The learner will trace developments in the history of Europe and the former Soviet Republics and assess their impact on the lives of people today.

- 12.1 Identify people, symbols, and events associated with the heritage of societies of Europe and the former Soviet Republics.
- 12.2 Associate an event or phenomenon in the history of societies in Europe and the former Soviet Republics with current situations or practices.
- 12.3 Trace an economic, political, or social development through the history of Europe and the former Soviet Republics, judge its impact, and predict future changes.

Skill Application Examples: Grade 6 - The Eastern Hemisphere: Europe and the former Soviet Republics

SKILL I: The learner will acquire information from a variety of sources.

- Compare detailed population maps of the same area created at different times.
- Identify and make inferences about groups of people who have occupied the given area.
- From photographs or other descriptive information about people in a given area in Europe, suggest some likenesses and differences.
- Assemble these likenesses and differences into usable categories.
- Use electronic media to identify the current status of the ethnic populations in Bosnia. Prepare a bar graph that reflects your research.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Create a timeline or graphic organizer showing how economic decision making has changed over a period of time for a specific region or nation.

- Generate a list of the most pressing economic problems facing Bosnia. In a separate column, indicate possible solutions to the top three problems. In a third column, indicate what resources/help would be needed to solve these problems.

- Given the changes that have occurred in the former Soviet Union, identify the decision-making process that the governments of the newly recognized nations have employed to solve current social problems.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Using a situation involving conflict between personal beliefs and the laws of the state, analyze the causes of the conflict, the options available to the individual, and choose a course of action.

- Conduct research for an oral presentation on the treatment of one group of people at a given time in history. Indicate how the majority in that country treated this minority.

- Debate a situation which involves tough decision making (e.g., "What would you do if you had lived in Russia during the Cold War?").

SKILL IV: The learner will participate effectively in civic affairs.

- Select a specific European nation. Write a letter to the editor of the local paper expressing your concern over the way the local government is dealing with an environmental problem.

- Compare the election process in Bosnia with that of the United States.

- Assume that you are a citizen of Sarajevo. Write a letter to the editor of the local newspaper and express your concern over the presence of troops from other nations in your city.

Goals and Objectives: Grade 7 - The Eastern Hemisphere: Africa and Asia

Introduction

The seventh grade study of Africa and Asia completes the study of regions of the state, nation, and world begun in grade four. It is designed to allow students to examine societies dissimilar to their own in such a way as to broaden their understanding of people and places in an increasingly interdependent world. Seventh grade students examine areas of the world having the longest record of human habitation and the richest diversity of human experience. These are regions within which the vast majority of the world's people live and regions that possess some of the world's most valuable resources.

In seventh grade, students build on the concepts and generalizations developed in earlier grades as they learn about the peoples of Africa and Asia (including Oceania) and the physical environments in which they live. As students examine social, economic, and political institutions in societies in Africa and Asia, they analyze similarities and differences among these societies as well as making comparisons with societies in the Western Hemisphere and Europe including states formerly in the Soviet Union. Concepts for this study are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography.

As seventh graders examine societies in Africa and Asia, they discern that regions may be defined in a number of ways: politically, geographically, culturally, and historically. Organizing the seventh grade study by focusing initially on physical geographic regions allows for extension into other regional studies such as Oceania. Examples of geographic regions might include Northern Africa or East Asia.

In their study of societies in the Eastern Hemisphere, students will address five key questions:

- Who are the people of this society and what are their values and beliefs? (Anthropology, Psychology, and Sociology)
- What is the environment in which these people live? (Geography)
- How is this society organized? (Political Science)
- How do the people of this society make a living? (Economics)
- How has this society changed over time? (History)

Anthropology/Psychology/Sociology

GOAL 1: The learner will investigate the characteristics of the people of Africa and Asia.

- 1.1 Identify the origins, characteristics, and influences of major groups of people in Africa and Asia.
- 1.2 Describe similarities and differences among people of Africa and Asia.
- 1.3 Assess the role, status, and social class of individuals and groups in Africa and Asia, past and present.

GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Africa and Asia.

- 2.1 Describe and assess the influence of evolving art forms and aesthetic values in African and Asian societies.
- 2.2 Evaluate the influence of beliefs, religious practices, and individuals associated with major religions in Africa and Asia.
- 2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

Geography

GOAL 3: The learner will locate major physical features and suggest the influence of their location on life in Africa and Asia.

- 3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources within Africa and Asia.
- 3.2 Analyze the impact of the absolute and relative location of places within Africa and Asia.

GOAL 4: The learner will assess the significance of the physical and cultural characteristics of geographic regions within Africa and Asia.

- 4.1 Define region and identify various regions within Africa and Asia.
- 4.2 Compare the physical and cultural characteristics of regions within Africa and Asia.
- 4.3 Distinguish between developed and developing regions in Africa and Asia.

GOAL 5: The learner will evaluate ways people in Africa and Asia use, modify, and adapt to their physical environment.

- 5.1 Explain how people of Africa and Asia have adapted to the physical environment.
- 5.2 Describe how the people of Africa and Asia use and modify their physical environment.

- 5.3 Analyze causes and consequences of misuse of the physical environment and propose alternatives.

GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas.

- 6.1 Analyze the movement of people, goods, and ideas within, between, and among nations in Africa and Asia and other world areas.
- 6.2 Compare ways in which people, goods, and ideas moved in the past in Africa and Asia with their movement today.
- 6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in Africa and Asia.

Political Science

GOAL 7: The learner will evaluate the relationship of the nations of Africa and Asia to each other, to other world nations, and to world affairs.

- 7.1 Explain how Africa and Asia are organized politically.
- 7.2 Describe how nation-states interact with each other.
- 7.3 Analyze how foreign policy is made and the means by which it is carried out.
- 7.4 Assess the role of major international organizations in Africa and Asia.

GOAL 8: The learner will examine how societies in Africa and Asia govern themselves.

- 8.1 Describe how different types of governments in Africa and Asia carry out legislative, executive, and judicial functions.
- 8.2 Analyze how societies in Africa and Asia deal with issues of justice.
- 8.3 Describe how governments in Africa and Asia select leaders and establish laws.
- 8.4 Compare forms of government in Africa and Asia and explain how and why they have changed over time.

Economics

GOAL 9: The learner will determine how societies in Africa and Asia make decisions about the allocation and use of economic resources.

- 9.1 Identify economic resources found in Africa and Asia and explain the relationship between the location of natural resources and economic activities.
- 9.2 Compare ways economic resources are used in African and Asian economies.
- 9.3 Analyze the effects of the unequal distribution of resources.
- 9.4 Describe the characteristics of economies in Africa and Asia and how they have changed over time.
- 9.5 Assess economic institutions in terms of how well they enable people to meet

their needs.

GOAL 10: The learner will analyze economic relationships in Africa and Asia.

- 10.1 Describe the effects of interdependence on economies in Africa and Asia.
- 10.2 Assess causes and effects of increasing economic interdependence.
- 10.3 Evaluate the influence of invention, discoveries, and innovations on economic interdependence.

History

GOAL 11: The learner will analyze changes in ways of living over time and assess the impact of these changes.

- 11.1 Describe and analyze changes which have occurred in ways of living in Africa and Asia.
- 11.2 Identify examples of cultural transmission and interaction within and among regions in Africa and Asia.
- 11.3 Judge the effect of change on the lives of people in Africa and Asia.

GOAL 12: The learner will trace developments in the history of African and Asian nations and judge their impact on the lives of people today.

- 12.1 Identify people, symbols, and events associated with the heritage of African and Asian societies.
- 12.2 Associate an event or phenomenon in the history of African and Asian societies with current situations or practices.
- 12.3 Trace an economic, political, or social development through the history of Africa or Asia, judge its impact, and predict future changes.

Skill Application Examples: Grade 7 - The Eastern Hemisphere: Africa and Asia

SKILL I: The learner will acquire information from a variety of sources.

- Compare detailed population maps of the same area created at different times. Identify and make inferences about groups of people who have occupied the given area.

- Use data on exports and imports for two African nations to determine their world trading partners. Present your findings in a graphic organizer.

- Using population density maps and physical maps of Africa, describe the influence of the physical environment in determining where people live or have lived.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- List problems found in Asian countries and rank them in order of importance. Generate a list of possible solutions to the top five problems.

- Create a timeline or graphic organizer showing how economic decision making has changed over a period of time in Asian countries.

- Given the current status of an economic, social, or political development in Africa, create a graphic organizer predicting logical future changes.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Using a situation involving conflict between personal beliefs and the laws of a nation, analyze the causes of the conflict, the options available to the individual, and choose a course of action. Present your conclusions in a position paper.

- Conduct research on the treatment of one group of people in an African or Asian nation at a given time in history. In a report, assess the status of this group relative to the majority society. Cite any conflicts experienced by the group under study.

- Identify sources of social conflict in an African or Asian nation. Determine what solutions were utilized in the solution of this conflict. Present your findings to the class with an oral presentation.

SKILL IV: The learner will participate effectively in civic affairs.

- Given the characteristics of specific governments in African nations, describe some ways of enforcing laws.

- Given a change in government in a specific nation, describe reasons for the change and the likely results of the change in terms of the rights of individuals.

- Select a specific Asian nation. Write a letter to the editor of the local paper expressing your concern over the way the local government is dealing with an economic problem (e.g., "sweatshop labor").

Goals and Objectives: Grade 8 - North Carolina: The History of an American State

Introduction

Eighth grade students examine the role of North Carolina in the history of the American nation. Their study spans the national experience, beginning with the founding of the Carolina

colony and reaching into contemporary times. As they examine North Carolina's development, students will find it most profitable to place the state within the context of the larger national history since our state, as one of the original thirteen, has shared the entirety of the national experience.

In their study of North Carolina as an American state, students encounter the personalities, localities, and events which have given North Carolina a distinctive place in the nation. Additionally, they analyze those phenomena that have linked North Carolina so closely to the national experience - the struggle for independence, the establishment and development of a national government and economy, the reform of the economic and social order, and the Civil War and foreign wars.

At grade eight, students engage in their first study largely devoted to the discipline of history. Their instruction emphasizes the method and value of historical study as a way of learning about people. Because the history of North Carolina has been so influenced by its particular geography, students begin their study of state history by applying such geographic concepts as location and region to North Carolina. As they proceed through the study, they return to these concepts, examining their application even in contemporary life. Constitutional concepts and a focus on the changing roles of state and national governments are other essential and continuing themes.

GOAL 1: Impact of Geography - The learner will assess the influence of geography on the economic, social, and political development of North Carolina.

- 1.1 Determine the absolute and relative location of physical and cultural features.
- 1.2 Describe the physical and cultural aspects of North Carolina places.
- 1.3 Analyze ways North Carolinians have modified, used, and adapted to the physical environment.
- 1.4 Trace changes in the movement of people, goods, and ideas at different periods throughout North Carolina history.
- 1.5 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

GOAL 2: Impact of Exploration - The learner will evaluate the effects of early contacts between various European nations and Native Americans.

- 2.1 Identify Native-American cultures and evaluate their contributions to North Carolina culture.
- 2.2 Describe and explain differences between Native Americans and Europeans in their attitudes toward the use of natural resources.
- 2.3 Describe the influence of trading contacts on relations between Native Americans and Europeans in North America.
- 2.4 Describe and distinguish among early European explorations in North America.

GOAL 3: Impact of Colonization - The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

- 3.1 Locate important European settlements in North America and delineate reasons for their settlement.
- 3.2 Analyze the influence of various groups on colonial life in America.
- 3.3 Identify and assess the role of prominent colonial figures.
- 3.4 Assess the role of ethnic, racial, and religious minorities in colonial society.

GOAL 4: Impact of the Revolutionary War - The learner will trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.

- 4.1 Assess the degree of economic and political control exercised from London throughout the colonial period.
- 4.2 Elaborate on the major reasons for the American Revolution.
- 4.3 Judge the role of prominent Revolutionary Era leaders.
- 4.4 Compare the Halifax Resolves and the Declaration of Independence.
- 4.5 Cite the significance of Revolutionary battles fought in North Carolina and their effect on the outcome of the war in other colonies.

GOAL 5: Impact of the Constitutional Period - The learner will assess the impact of major events, problems, and personalities of North Carolina and the new nation.

- 5.1 Assess the severity of problems faced by the new nation and its people after independence was won.
- 5.2 Analyze strengths and weaknesses of North Carolina government under the Articles of Confederation.
- 5.3 Analyze the arguments of prominent North Carolinians for and against the ratification of the Constitution of the United States.
- 5.4 Analyze the strengths and weaknesses of the government framed by the Constitution of the United States, noting the extent to which liberties were granted to various groups.
- 5.5 Evaluate the causes and results of the War of 1812.

GOAL 6: Impact of the Antebellum Period - The learner will assess the role of North Carolina in events of the Antebellum Era.

- 6.1 Describe the reform movements of the era and judge the extent of North Carolina's participation in them.
- 6.2 Judge the significance of an emerging two-party system in antebellum North Carolina.
- 6.3 Analyze the effects of the Constitutional Convention of 1835 on the economic, social, and political life of North Carolina.
- 6.4 Describe the history and status of minorities and women in the antebellum period.

GOAL 7: Impact of the Civil War and Reconstruction - The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

- 7.1 Trace the development of sectionalism in North Carolina and the nation, and analyze the influence of slavery on this phenomenon.
- 7.2 Describe the efforts of individuals and groups in North Carolina to promote or prevent the dissolution of the Union.
- 7.3 Analyze relationships between the governments of North Carolina and the Confederate States of America in terms of North Carolina's contributions to the war effort.
- 7.4 Describe strategic strengths and weaknesses of Confederate, Union, and border states.
- 7.5 Identify and assess the impact of major Civil War campaigns and battles on life in North Carolina.
- 7.6 Analyze similarities and differences between Presidential and Congressional plans for reconstructing the Union and assess their impact on various groups in North Carolina.

GOAL 8: Impact of Industrialization - The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late nineteenth century.

- 8.1 Describe basic business organizations developed in the late nineteenth century and assess their impact on North Carolina.
- 8.2 Describe the national significance of industrialization and rapid population growth and contrast these phenomena to events in North Carolina and the South.
- 8.3 Evaluate the influence of nationally prominent industrial and business leaders on life in North Carolina and the nation.
- 8.4 Describe the political climate and the changing alignments of political parties and judge their effects on North Carolina and the nation.
- 8.5 Analyze the factors that promoted and sustained racial segregation in North Carolina and the South.

GOAL 9: Impact of the Progressive Period - The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

- 9.1 Describe the growth of educational opportunity as it affected all citizens in the state and nation.
- 9.2 Analyze the role of the state in World War I within the context of the national war effort.
- 9.3 Trace pressures for and results of Constitutional amendments of the period for both the state and nation.
- 9.4 Assess the extent to which North Carolina participated in the reforms of the Progressive Era.

- 9.5 Judge the effects of religious controversy and social change on North Carolina and the nation.

GOAL 10: Impact of the Great Depression and World War II - The learner will judge the extent to which North Carolina and the nation shared in the problems of the Great Depression and World War II.

- 10.1 Link economic conditions in North Carolina to those national and international conditions that brought about the Great Depression.
- 10.2 Assess the impact of New Deal reforms on economic, social, and political life in North Carolina and the nation.
- 10.3 Analyze the reasons for the involvement of the United States in World War II and describe North Carolina's contributions to the war effort.
- 10.4 Explain the impact of the war on various segments of North Carolina society and on the political life of the state.

GOAL 11: Impact of Changes Since 1945 - The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.

- 11.1 Describe the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina.
- 11.2 Evaluate the importance of technological innovations and advances on quality of life in North Carolina and the nation.
- 11.3 Evaluate the major changes and events that have affected the roles of local, state, and national governments.
- 11.4 Trace major events in the Civil Rights Movement and determine how this movement has changed the lives of North Carolinians.
- 11.5 Analyze the role of religious pluralism in contemporary economic, social, and political life.

Skill Application Examples: Grade 8 - North Carolina: The History of an American State

SKILL I: The learner will acquire information from a variety of sources.

- Conduct interviews with peers, parents, and grandparents to determine movement patterns within North Carolina and other states. Write a paper analyzing this information and drawing conclusions from data gathered.

- Using appropriate demographic, industrial, and agricultural data, construct maps or bar graphs depicting the distribution of strategic resources in North Carolina.

- Select passages from literary sources (plays, poems, or songs) that accurately express important social changes affecting the people of North Carolina.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Select an issue or problem in North Carolina during a specific time period (e.g., the Progressive Era). Suggest alternative solutions to the problem or issue. Write a position paper endorsing a particular solution.

- Generate a list of post-World War II problems in North Carolina and the nation. Rank them according to severity and propose immediate and long-range solutions to as many problems as possible.

- Research the problems confronting the Cape Hatteras Lighthouse. Generate a list of possible solutions.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Examine graphs, charts, and other data showing the growing diversity of religious beliefs in North Carolina and the nation. Summarize the findings in writing.

- Develop lists of contributions made to colonial life in North Carolina by various ethnic and religious groups. Working individually or in groups, develop and perform skits illustrating an understanding of these contributions.

- Generate a list of the names of prominent minorities and women in North Carolina. Describe their notable activities and influence on North Carolina.

SKILL IV: The learner will participate effectively in civic affairs.

- Conduct a voter registration for a class or school election.

- Simulate a town meeting called to propose ways to encourage industrial growth in North Carolina.

- Design and present an advertising campaign convincing North Carolina citizens to join the new Whig Party or remain loyal to the Democratic Party.

Introduction to the Secondary Program (9-12)

Builds upon K-8 sequence

At the secondary level (grades 9-12), students polish and deepen their understanding of history and the social sciences. Following the essentially geographic perspective of the elementary and middle levels, the secondary social studies program builds upon the formal

historical study of North Carolina with formal study of the history of the United States; links economics and political science (government) in a course intended to provide students with the knowledge, skills, and habits of mind to enter effectively into adult citizenship; offers several perspectives for world study; and suggests a variety of social studies electives.

Economics, law and government

Through their study of the Economic, Legal, and Political Systems in Action, students consider basic economic concepts, economic institutions, and reasoned approaches for analyzing economic problems, actions, and policies. Political, governmental, and legal topics in the course engage students in an examination of the legal and political systems of our society leading to analysis of legal and political phenomena and problems.

World Studies

The high school world studies program offers students, teachers, and curriculum planners three complementary but distinct approaches to the study of the world. World History examines the world through time, focusing on the historical development of phenomena, and the rise and fall of civilizations and their unique contributions to humanity. World Geography considers the earth from a spatial perspective, examining world areas through the five basic themes of geography: place, location, region, human-environmental interaction, and movement. World Cultures uses a cultural perspective, examining the peoples of the world through their cultural arrangements: their economic, social, and political institutions, their systems of values and beliefs, and their interactions with peoples unlike themselves and with the general global culture.

United States history

The study of United States History in high school builds on historical perspectives gained from the middle-level study of North Carolina: The History of an American State and on economic and political perspectives gained from the study of The Economic, Legal, and Political Systems in Action. Studies in the world studies program will enable students to place the United States in a world context. Given these foundation studies, it is appropriate that this high school course in United States History emphasize the economic, social, and political developments of the twentieth century. In this context, the study of our nation's history concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the mere memory of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history."

Electives

The elective program in social studies consists of well-balanced offerings in history and the social sciences. The elective courses offered to students are designed to give them opportunities for pursuing areas of special interest, for preparing themselves for further study, and for completing high school graduation requirements in the area of social studies. Elective

courses may vary in length; some may be year-long courses, while others may be one-semester courses.

Goals and Objectives: High School

Economic, Legal, and Political Systems in Action

Introduction

It is essential that students acquire economic and political knowledge and skills in order to become responsible and effective citizens in an interdependent world. They study about the Economic, Legal, and Political Systems in Action because they need a practical understanding of those systems that affect their lives as consumers and young adult citizens. The rationale for the recommended placement of the course is that the competencies prepare students for expanded roles as consumers, citizens, and young adults.

Economic topics for study include basic economic concepts, economic institutions, and reasoned approaches for analyzing and evaluating economic problems, actions, and policies. As students examine economic topics and questions, they come to see themselves as both producers and consumers and as participants in both the national and global economy. When students realize that their personal economic decisions have consequences, they become more knowledgeable and responsible participants in the economic process.

When students examine the political and legal systems, they learn about their rights and responsibilities as citizens, the structure of the legal and governmental systems within which they live, and how these systems influence their own lives. The study enhances students' understanding of the origins, development, and main principles of the United States Constitution, particularly as it affects their own lives.

Local economic, legal, and political issues are a natural beginning point of the study. From these beginnings, students will proceed to examine state, national, and international issues. Beginning with the particular and moving to the general enables students to put local concerns into an appropriate state, national, and international context and to gain perspectives they need for consideration of such issues in the future.

GOAL 1: Recurring Issues and Problems - The learner will investigate issues and problems confronting the American economic, legal and political systems.

- 1.1 Describe examples of recurring public problems and issues.
- 1.2 Analyze causes and consequences of recurring social and economic problems and issues.
- 1.3 Evaluate strengths and limitations of the economic, legal, and political systems in resolving problems.
- 1.4 Make inferences regarding relationships among economic, legal and political

problems.

- 1.5 Explain relationships among local, state, national, and international problems.
- 1.6 Compare differing points of view on the proper role of government in the personal lives of citizens.

GOAL 2: Rights and Responsibilities of Citizens - The learner will explain rights and analyze the obligations of responsible citizenship.

- 2.1 Describe qualifications and procedures for voting and seeking office at the local, state, and national levels.
- 2.2 Analyze information on political issues and candidates for politicaloffice.
- 2.3 Demonstrate methods of promoting and inhibiting change through political action.
- 2.4 Analyze consequences of compliance or noncompliance with laws governing society.
- 2.5 Explain rights and freedoms available to all citizens of the United States.
- 2.6 Describe situations that benefit from volunteers and display a willingness to volunteer and undertake extra responsibilities for civic welfare at appropriate levels.
- 2.7 Analyze costs and benefits of jury service, voting, seeking office, and civic action in general.
- 2.8 Demonstrate the importance of being a responsible economic decision maker.

GOAL 3: Economic Choices - The learner will investigate how and why individuals and groups make economic choices.

- 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity.
- 3.2 Analyze factors which contribute to increased productivity.
- 3.3 Explain why scarcity causes producers and consumers to make choices.
- 3.4 Compare examples of tradeoffs and opportunity costs of economic choices.
- 3.5 Analyze the impact of specialization and division of labor on various economic activities.
- 3.6 Explain the impact of investment in capital goods and human capital on the economy.

GOAL 4: The United States Economy - The learner will analyze features of the economic system of the United States.

- 4.1 Compare characteristics of command, market, traditional, and mixed economies.
- 4.2 Describe examples of how the United States economic system encourages private ownership of property and individual initiative.
- 4.3 Identify characteristics of markets.
- 4.4 Demonstrate how supply, demand, and competition affect prices and the

availability of goods and services.

- 4.5 Assess the impact on profit of factors such as demand, product quality, management, and training.
- 4.6 Identify distinguishing features of economic institutions (e.g., corporations, banks, stock markets).
- 4.7 Explain the impact of international trade.
- 4.8 Explain the function of money and financial institutions in the United States economy.
- 4.9 Evaluate competing national economic goals and analyze the effects of these goals on various segments of society.

GOAL 5: Factors Influencing the Economy - The learner will analyze factors influencing the United States Economy.

- 5.1 Analyze the impact of decisions such as saving, using credit, investing, and conserving resources on the economic system.
- 5.2 Make inferences regarding the impact of government regulation on specific economic activities.
- 5.3 Analyze short- and long-term trends in economic activity.
- 5.4 Identify examples of domestic and international economic interdependence.
- 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy.
- 5.6 Analyze the influence of environmental factors on specific economic activities.
- 5.7 Analyze relationships between economic conditions and political decisions.
- 5.8 Explain how the Gross National Product is used as an indicator of the state of the economy.

GOAL 6: Frame of Government/Supreme Law of the Land/Individual Rights - The learner will explain the function and importance of the North Carolina and United States Constitutions.

- 6.1 Explain how constitutions define the framework of governments.
- 6.2 Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers.
- 6.3 Explain how constitutions grant and limit the authority of public officials and government agencies.
- 6.4 Describe how constitutions may be changed, and analyze the impact of specific changes.
- 6.5 Analyze cases which illustrate that the United States Constitution is the supreme law of the land.
- 6.6 Analyze cases which demonstrate how the United States Constitution and Bill of Rights protect the rights of individuals.
- 6.7 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over

ratification of the United States Constitution.

GOAL 7: Structure and Function of Government - The learner will The learner will explain the structure and functions of local, state, and national governments and describe their relationship.

- 7.1 Explain the structure, functions, and relationships of the executive, legislative, and judicial branches.
- 7.2 Describe services provided by selected government agencies and how they are funded.
- 7.3 Compare major responsibilities of the United States Congress with those of the North Carolina General Assembly and local governing bodies.
- 7.4 Analyze costs and benefits of government functions.
- 7.5 Identify key government officials, how they are chosen, and their duties and responsibilities.

GOAL 8: Law: Enactment and Enforcement - The learner will explain why laws are needed and how they a enacted, implemented, and enforced.

- 8.1 Illustrate the need for law in society.
- 8.2 Compare examples of criminal, civil, constitutional, and administrative law.
- 8.3 Analyze stages involved in the legislative process.
- 8.4 Analyze methods used to inform citizens of the purpose and meaning of laws.
- 8.5 Describe the role of the executive branch in the implementation of laws and policies.
- 8.6 Compare responsibilities, jurisdictions, and methods of individual law-enforcement agencies.
- 8.7 Evaluate various methods used by society to deal with criminal and anti-social behaviors.

GOAL 9: Balancing Interests and Resolving Conflicts - The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.

- 9.1 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.
- 9.2 Describe the adversarial nature of judicial processes.
- 9.3 Evaluate the role of debate and compromise in the legislative process.
- 9.4 Identify the jurisdiction of state and federal courts.
- 9.5 Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.
- 9.6 Explain how local government agencies balance interests and resolve conflicts.

GOAL 10: Influence of Ethics, Morality, and Religion - The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our econic, legal and political systems..

- 10.1 Analyze individual and group decisions on the basis of a variety of standards including aesthetic, pragmatic, and ethical.
- 10.2 Analyze examples of conduct by public officials, corporate officers, and private citizens in a variety of situations and evaluate their conduct in terms of given criteria.
- 10.3 Evaluate positions on a variety of issues against given criteria.
- 10.4 Analyze the meaning and influence on our society of the religion clauses of the First Amendment to the United States Constitution.

Skill Application Examples: Economic, Legal, and Political Systems in Action

SKILL I: The learner will acquire information from a variety of sources.

- Monitor newspapers and other forms of media to identify recurring problems and issues.

- Conduct opinion polls on political issues or political candidates and use the information to formulate policies or to plan campaign strategies or as background for writing assignments.

- Analyze economic data or crime statistics and draw conclusions regarding trends.

- Use maps to either plot or determine the location of various social or economic groups living in North Carolina.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Make an informed economic choice such as how much to save or invest by generating alternatives, evaluating each alternative using established criteria, and making a choice.

- Discuss a dilemma faced by a public official involving a decision between personal gain and the common good, considering consequences to all parties involved. Write an essay justifying what the official should do.

- Determine where a new health-care facility is needed in North Carolina based on factors such as age of population, available health-care services, population density, and transportation arteries.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Develop a strategy for making the public aware of needed changes in a statute and a strategy for getting it considered by the appropriate legislative committee.
- Conduct research to determine the points of view of various ethnic groups regarding proposed changes in regulatory immigration legislation.
- Participate in a simulated negotiation for resolving differences between parents and a school board regarding closing an old school.
- Analyze a summary of a Supreme Court case by identifying the facts, issues, arguments, and reasoning on both sides of the case, and writing an opinion on how the court should rule.

SKILL IV: The learner will participate effectively in civic affairs.

- Become involved in projects such as voter registration drives.
- Conduct surveys using stratified sampling techniques on current issues and topics for a local government agency and submit the required report.
- Monitor the activities (voting record, content of speeches, and other public statements) of elected officials and prepare an effectiveness report based on predetermined criteria.
- Create a written plan for organizing a large community clean-up campaign.

World History

Introduction

The study of World History gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. World History fosters an approach to contemporary global issues rooted in an understanding of the forces of continuity and change that have shaped the course of human history. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living of civilizations around the world.

Because understanding the political institutions and civic values of our own society ties the United States to Europe, this study of World History is to some extent a history of western civilization. However, there is significant concentration on other world areas. Contacts between European and other civilizations have changed both Europe and other areas of the world in a

variety of important ways. Students broaden their historical perspectives as they examine ways societies have dealt with great issues of war and peace, of internal stability, and of perpetuating their societal institutions. When they consider how societies in Africa, Asia, and Latin America have dealt with these great issues, their understandings of western civilization are enhanced.

The World History course develops chronological and thematic insights. Eight chronological goals examine broad themes in the history of our world from the origins of humans to contemporary times. These goals provide the foundation for historical analyses that enable students to explore given periods of history in depth while establishing linkages across time and around the world. The final goal draws relationships between continuity and change throughout human history.

Teachers of World History have the significant responsibility of teaching a subject that extends the knowledge important for all Americans beyond the borders of the United States. It is essential to an informed citizenry that our students know of the world beyond the time that the United States has existed as a nation.

As a result of studying World History, students will be able to respond to questions of enduring significance such as:

- Are the peoples of the world more civilized than in the past?
- How have religious, aesthetic, and ethical beliefs affected the lives and civic conduct of their adherents?
- How have contacts and conflicts among people of differing religious, ethical, and political beliefs shaped the course of human history?
- How can individuals and nations cooperate to create enduring formal and informal arrangements that will ensure more just and humane societies?

GOAL 1: Ancient Civilizations - The learner will analyze the onset and development of cultural institutions in early civilizations.

- 1.1 Cite major developments from human origins to the rise of early civilizations.
- 1.2 Trace developments and assess the achievements of early civilizations in Southwest Asia and North Africa.
- 1.3 Trace developments and assess the achievements of early civilizations in South and East Asia.
- 1.4 Compare the achievements of early civilizations in various settings.

GOAL 2: Classical Civilizations - The learner will analyze classical Eurasian civililizations and astheir enduring .

- 2.1 Trace the roots and recognize the achievements of Greek civilization through

the Hellenistic period.

- 2.2 Describe the achievements of the Roman Empire and judge their significance for Europeans after the fall of Rome.
- 2.3 Judge the importance of India as a hub of world trade and culture and as a religious center during its Golden Age.
- 2.4 Elaborate on the distinctive achievements of Chinese civilization
- 2.5 Describe and compare major Chinese, Indian, and Judeo-Christian beliefs.

GOAL 3: Traditional Civilizations - The learner will investigate significant events in and assess chatristics of traditional civilizations (A.D. 500-1750).

- 3.1 Describe the legacies of Byzantine civilization for both Western and Eastern Europe.
- 3.2 Trace the rise of Islam and cite the achievements of Islamic civilization.
- 3.3 Elaborate on the achievements of Chinese and Japanese civilizations, noting their scientific innovations.
- 3.4 Assess the importance of geographic isolation from Eurasia on the development of African empires and trading states.
- 3.5 Evaluate the contributions of the major civilizations of the Americas during the pre-Columbian epoch.

GOAL 4: Medieval Europe - The learner will investigate significant events in and assess characteristics of medieval Europe (476-1400).

- 4.1 Trace events in Western Europe from the fall of Rome to the emergence of nation-states.
- 4.2 Analyze the extent to which religion integrated economic, political, and social life in medieval Europe.
- 4.3 Assess the influence of contacts such as the crusades on different regions of Europe as well as on other societies.
- 4.4 Assess the influence of emerging urban centers and universities on medieval society.

GOAL 5: Rise of the West - The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).

- 5.1 Trace social, political, and cultural changes associated with the Renaissance, Reformation, and rise of nation-states in Europe (1400-1650).
- 5.2 Chart European expansion into other world areas and cite effects of this expansion on Africans, Native Americans, Asians, and Europeans (1400-1800).
- 5.3 Cite major costs and benefits of the scientific and commercial revolutions for different segments of European society (1600-1800).
- 5.4 Trace the progress of the Industrial Revolution and assess its effects on Europe and the World (1750-1914).
- 5.5 Analyze the causes and assess the influence of political revolutions in

England, North America, and France on individuals, governing bodies, and church-state relations (1640-1815).

- 5.6 Analyze the impact of European expansion on societies in theWestern Hemisphere.

GOAL 6: European Domination - The learner will examine causes and consequences of Europe's world domination (1750-1945).

- 6.1 Analyze the forces that both caused and allowed European nations to acquire colonial possessions and trading privileges in Africa, Asia, and the Americas.
- 6.2 Assess the influence of the church, aristocracies, and colonial export economies on Latin American society.
- 6.3 Compare the effects of voluntary and forced Westernization on societies in Russia, North Africa, and Southwest Asia.
- 6.4 Describe the changes that resulted when European commercial networks were replaced with political domination by the late nineteenth century.
- 6.5 Evaluate the effects of colonialism on African, Asian, and European societies.

GOAL 7: Twentieth Century Turmoil - The learner will analyze causes and effects of world events in early twentieth century (1914-1945).

- 7.1 Analyze the causes and assess the consequences of World War I.
- 7.2 Judge the causes and effects of the Russian Revolution for Russia and the world.
- 7.3 Evaluate the causes and consequences of the Great Depression on industrial societies.
- 7.4 Evaluate World War II as the end of one era and the beginning of another.

GOAL 8: Modern Economic, Political, and Social Conditions - The learner will analyze problems and assess prospects of an interdependent world (1945-present).

- 8.1 Trace the development of relationships between the Former Soviet Republics and the United States and cite consequences of these relationships for the world.
- 8.2 Analyze economic and political recovery in Japan and Europe.
- 8.3 Evaluate the effectiveness of independence movements in Asia and Africa as challenges to the European world domination established in the nineteenth century.
- 8.4 Judge the effects of European domination on societies in Africa, Asia, and Southwest Asia as they reestablished their own economies and institutions of self-government.
- 8.5 Assess the degree to which the international community is capable of resolving recurring global dilemmas.

GOAL 9: Patterns of History - The learner will draw relationships between continuity and change in explaining human history.

- 9.1 Analyze and trace developments in literary, artistic, and religious traditions over time as legacies of past societies.
- 9.2 Cite those phenomena which represent revolutionary breaks with the past and assess their impact on human history.
- 9.3 Assess the degree to which discoveries, innovations, and technologies have accelerated change.
- 9.4 Distinguish what is meant by "civilized behavior" or "civilization" in different times and places and link such meanings to the societies of which they were or are a part.

Skill Application Examples: World History

SKILL I: The learner will acquire information from a variety of sources.

- Conduct research on the laws of Hammurabi and analyze them to determine what the code tells the modern world about people and human activity at that time.
- Construct a chart comparing different types of government in Greek city-states of the pre-classical era.
- On a map or map overlays, show the lands of the Ottoman Empire at different periods: 1453, 1514, and 1683.
- Develop a chart classifying the major diseases that were transferred as a result of transoceanic travel in the 16th and 17th centuries.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- After research, have students create a list of remains that archaeologists would need to find in order to determine if people occupying the site were nomadic or pastoral.
- Gather evidence and support or refute the hypothesis that rice was first domesticated in Southeast Asia.
- Determine if early Egyptian, Indian, and Mesopotamian societies borrowed ideas from each other.
- Design a room for an exhibit of West African artifacts.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Explain the reasons for tensions and conflicts between social classes in the Greek city-states.
- Analyze the extent to which the contact between European Christians and Muslims in Spain had an influence on the rest of Europe.
- Investigate the impact of Christian missionaries on Sub-Saharan Africa.

SKILL IV: The learner will participate effectively in civic affairs.

- Write a position statement on using tax dollars to preserve art and artifacts from earlier periods in history.
- Develop a recommendation for the United States and other western nations on whether they should return important artifacts that are now in museums to the country of their origin.
- Analyze the British policies for administering their colony in India.

World Geography

Introduction

Students of World Geography learn about the spatial distribution of people, places, physical features, resources, and human activities. They will ask the questions asked by geographers as they study the world: What are the physical and human characteristics of places? Why are things located where they are? What is the significance of the location of things? What patterns are reflected in the groupings of things? The study of World Geography at the secondary level builds on the foundation laid in cultural geography studies in grades 4-7 as it offers students an opportunity to discern patterns of physical and cultural characteristics in a variety of world regions.

Five fundamental themes and analytical questions introduced in the primary social studies program and developed in grades 4-7 provide the framework for World Geography. They are as follows:

- **LOCATION:** What is the location of this place on the map? What is its location relative to other places?
- **PLACE:** What are the physical and cultural characteristics of this place? What role do these two aspects of the environment play in the character of this locale?

How are the people who live here affected by the physical characteristics of this place, and how do they affect the place?

- **HUMAN-ENVIRONMENTAL INTERACTION**: How do location and the physical environment affect the lives of people? What have people done to modify this setting, this environment we are studying? How have people adapted to this physical environment?

- **MOVEMENT:** What role have human migration, cultural diffusion, or the transportation of resources and goods had in shaping the world? How has the movement of people, ideas, and goods influenced life in this place? How is this place connected to other places by these movements?

- **REGIONS:** How are regions defined? Of what regions is a given place a part? How do regions change, how have they changed, and why? What is the significance of these changes?

Regions and places selected for study can vary, but case studies from each continent should be included. These selected case studies should be set within their regional context and should exemplify important geographic concepts or problems.

GOAL 1: Location and People - The learner will analyze relationships between people and the location of places.

- 1.1 Describe the locations of places using relative terms.
- 1.2 Describe the locations of places using formal reference systems.
- 1.3 Analyze ways that locations influence relationships between people and places.

GOAL 2: Place: Physical Characteristics - The learner will examine physical characteristics of places.

- 2.1 Define and illustrate terms used to describe physical characteristics of places.
- 2.2 Compare the physical characteristics of places in different regions of the world.

GOAL 3: Place: Cultural Characteristics - The learner will analyze human characteristics of places.

- 3.1 Describe human characteristics of places.
- 3.2 Explain how different culture groups view the use and modification of the physical environment.
- 3.3 Analyze factors that affect population distribution.

GOAL 4: Regions and How they Change - The learner will examine relationships between the cultural and physical geography of a region and explain how they affect and are affected by historical events.

- 4.1 Explain how the physical and human characteristics of place combine to create cultural identity.
- 4.2 Examine the role of culture and geography in various historical events.
- 4.3 Analyze the impact of historical events on geography and culture.
- 4.4 Evaluate positive and negative aspects of change over time.

GOAL 5: Human-Environmental Interaction - The learner will investigate ways people interact with the environment.

- 5.1 Describe effects of climate, landforms, vegetation, soils, and natural resources on human activity.
- 5.2 Describe ways people interact with the environment to satisfy their wants and needs.
- 5.3 Elaborate on ways people modify and adapt to the environment that reveal their cultural values.
- 5.4 Explain how the use of technology changes the environment.
- 5.5 Analyze ways environmental changes may influence regional or global systems.

GOAL 6: Interdependence - The learner will demonstrate that localities, states, and nations are interdependent.

- 6.1 Identify linkages involving transportation and communication.
- 6.2 Examine reasons for the interdependence of localities, states, and nations.
- 6.3 Analyze the impact of a locality's use of resources and technologyon other places.
- 6.4 Analyze conflicts involving scarcity, barriers to trade, and discrepancies in technology.
- 6.5 Evaluate alliances (regional and international) created to promotenterdependent relationships.

GOAL 7: Movement of People, Goods, and Ideas - The learner will evaluate the significance of the movement of people, goods, and ideas among various world regions.

- 7.1 Identify conditions that cause movements of people, goods, and ideas.
- 7.2 Describe how communication and transportation influence the flow of ideas and resources from place to place.
- 7.3 Illustrate how cultures grow and change through the movement of people, goods, and ideas.
- 7.4 Examine impacts of cultural barriers (religion, language, and politics) on the movement of people, goods, and ideas.

- 7.5 Analyze ways that movement influences the interdependence of regions and people around the world.

GOAL 8: Regional Differences - The learner will demonstrate that regions are basic units of geographic study and explain differences among regions of the world.

- 8.1 Generate criteria used to define a region.
- 8.2 Identify major regions of the world and list the criteria used to differentiate each region.
- 8.3 Examine factors that may produce change or promote stability in a region.
- 8.4 Analyze factors that produce conflict and/or cooperation in a region or among regions.
- 8.5 Develop an appreciation of the racial, ethnic, cultural, and religious diversity of a region.
- 8.6 Examine similarities and differences within and among culture regions.

GOAL 9: Regional Development - The learner will employ geographic understandings of world regions in analyzing problems and opportunities of developed and developing regions.

- 9.1 Identify criteria for evaluating the social and economic development of regions.
- 9.2 Distinguish between developed and developing regions.
- 9.3 Analyze development in a variety of world regions and compare costs and benefits.

Skill Application Examples: World Geography

SKILL I: The learner will acquire information from a variety of sources.

- Use maps to locate specific places and features.
- Analyze census data to determine the demographic features of a region.
- Analyze satellite photographs and maps to determine the relative location of physical features.
- Use multiple sources to determine the type of agriculture in a region.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Determine how to resolve a conflict that has arisen due to a proposed highway requiring the displacement of a historic cemetery.

- Determine the costs and benefits of flooding a prosperous agricultural region that is also the location of an important archaeological site.

- Determine the links between climate and the manifestation of specific health problems.

- Develop a plan for warning citizens of the United States of impending natural disasters.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Analyze the presence of language groups in a region and determine how the distribution of language groups coincide with national boundaries.

- Determine the type of change that will occur if an isolated community is suddenly linked to a large city by the construction of a new bridge and highway.

- Debate the merits of environmental regulations intended to protect endangered animals.

SKILL IV: The learner will participate effectively in civic affairs.

- Monitor the effects of pollution on a specific stream.

- Develop a strategy for protection of water resources in a given region.

- Write a letter to the editor on an issue such as strip mining.

World Culture

Introduction

The study of World Cultures enables students to understand that people live, behave, and believe as they do because of their culture. Students of World Cultures begin to understand that culture is dynamic and evolving and that people can shape their cultures as their cultures shape them. They understand as well that the ways judgments are formed, events are interpreted, and decisions are reached are culturally determined.

As students examine the institutions, settings, and people of other cultures, they gain perspectives that enable them to examine our culture, to analyze elements of our culture, and to make judgments as to how well practices and institutions of our own culture work. Such an examination helps students to understand more fully what it means to be an American.

In the study of World Cultures, students examine persistent issues such as ecology, peace and security, technology, the position of the individual in society, and the importance of national and cultural identity. Through an examination of issues that are global in scope, students prepare themselves to be good decision makers about domestic and international policies concerning such issues.

Cultural regions, institutions, and practices chosen for examination in the World Cultures course may vary, but those used should include important cultures of Africa, Asia, Europe, North America, and Middle and South America. Specific cultures should be chosen to illustrate the diversity and richness of the cultures of the world and engage students in using the arts, literature, and artifacts of those cultures as a means of understanding them.

GOAL 1: Culture Defined - The learner will generalize that all people live within a variety of cultural arrangements.

- 1.1 Generate a working definition of culture.
- 1.2 Analyze elements of a culture.
- 1.3 Elaborate on distinctions among sub-cultures, dominant cultures, regional cultures, and world-wide cultures.

GOAL 2: Foundations of Culture - The learner will recognize the family as the most enduring social unit in any culture.

- 2.1 Analyze and assess the cultural usefulness of various forms of family organization.
- 2.2 Elaborate on various socially important functions that families perform, including the maintenance of cultural norms and mores.
- 2.3 Summarize the importance of kinship bonds to a culture.

GOAL 3: Human-Environment Interaction - The learner will analyze the interaction of a culture with its physical environment.

- 3.1 Describe the absolute location of the culture and its location relative to other pertinent cultures.
- 3.2 Examine the possibilities and constraints of the physical environment as seen by different cultural groups.
- 3.3 Explain how the physical and human characteristics of place combine to influence cultural identity.
- 3.4 Assess the extent to which people reveal their cultural values as they modify and adapt to the environment.

GOAL 4: Material Expressions of Culture - The learner will elaborate on the importance of material expressions of a culture.

- 4.1 Identify and describe material expressions of the culture.

- 4.2 Analyze material aspects of the culture in terms of their usefulness to the culture.
- 4.3 Engage in cross-cultural comparisons of such phenomena as architecture, visual arts, dress, sports, and games.

GOAL 5: Non-Material Expressions of Culture - The learner will assess the importance of non-material expressions of a culture.

- 5.1 Describe how such cultural expressions as religion, education, and language both maintain and communicate culture.
- 5.2 Analyze non-material expressions of the culture in terms of their usefulness to the culture.
- 5.3 Engage in cross-cultural comparisons of such phenomena as religion, education, and language.

GOAL 6: Economic Systems - The learner will generalize that all cultures address the central problem of scarcity as they consume, produce, and trade.

- 6.1 Identify distinguishing characteristics of the economic systems of various cultures.
- 6.2 Compare the economic systems of various cultures using criteria such as productivity, stability, and economic justice.
- 6.3 Judge the effectiveness of various economic systems in addressing the problem of scarcity.

GOAL 7: Power and Authority - The learner will conclude that all cultures legitimize power to provide for security and internal order.

- 7.1 Identify distinguishing aspects of the political systems of various cultures.
- 7.2 Compare the political systems of various cultures using such criteria as individual rights, stability, the role of factions, and transfer of power.
- 7.3 Judge the effectiveness of various political systems in addressing problems of security and internal order and in resolving conflicts between and among cultures.

GOAL 8: Cultural Change - The learner will analyze ways cultures change.

- 8.1 Identify innovation, diffusion, and reinterpretation as means of cultural change and apply these concepts appropriately to specific situations.
- 8.2 Analyze the impact of historical events on cultural institutions.
- 8.3 Assess the importance of rate of change and migration (movement of people) as factors in cultural responses to change.

GOAL 9: Cultural Connections - The learner will conclude that all cultures exist within the "giobal culture" created by technology and are affected by the emerging challenges of that culture.

- 9.1 Describe significant characteristics of the "global culture" created by technological changes and assess the degree to which given cultures or sub-cultures participate in it.
- 9.2 Judge the importance of cultural values as they affect relationships between and among cultures.
- 9.3 Analyze current issues such as ecological/environmental concerns, political instability, and nationalism as emerging challenges for the "global culture."

Skill Application Examples: World Culture

SKILL I: The learner will acquire information from a variety of sources.

- Conduct research on family life in selected cultures.
- Develop a timeline showing when technological advances increased contact between people who were formerly isolated.
- Collect data that shows population trends in the United States, India, Nigeria, and Italy.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Imagine that a visitor is coming from another culture to stay in your home. Prepare a checklist that will help family members avoid cultural errors.
- Analyze data and classify countries as either industrial or developing.
- Analyze demographic data and decide which African and Latin American countries are most likely to be good trading partners for the United States.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Use descriptions of cultures in various settings to develop a list of values held by that culture.
- Develop a chart showing how women's lives differ in western, Asian, and Arab cultures.
- Collect evidence on how well the justice system is working in post-apartheid

South Africa.

SKILL IV: The learner will participate effectively in civic affairs.

- Monitor current events for several weeks in a specific country and report on the influence of religion in that society.
- Devise a plan to lessen cultural conflicts in a country that is divided by either ethnic or religious differences.
- Develop theories on how increasing terrorist activity can affect freedom in a free and open society.

United States History

Introduction

The study of United States History builds on the eighth grade study of the History of North Carolina as an American State. From the eighth grade study of North Carolina History, students bring broad understandings of the founding and early national periods of our history. By having concentrated on the eighteenth and nineteenth centuries in their eighth grade study, students of this course can logically place their emphasis on the twentieth century. From earlier studies of the Constitution and the American frame of government, students bring broad understandings on which this study can build. Consequently, it is appropriate that this study emphasize the economic, social, and political developments of the twentieth century.

By the time students arrive at this study of United States History, they will have had significant exposure to world studies. Whether their perspectives are cultural, geographic, or historical, they bring these to their study of our own nation's history. They discern that the political institutions of the United States had their origins in Europe and that European political ideas in colonial and revolutionary British North America were adapted and expressed in the founding documents of the United States. As they study United States History, students realize that essentially European ideas of government and society have become American as our society has become much more diverse and complex.

Students of United States History learn of our nation's past in order to gain historical perspective: to determine how past events have influenced our own times and have determined the options open to us as we seek solutions to problems. In this context, the study of United States History concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the mere remembering of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history".

Students examine conflicting interpretations of events in history and explore theories of why things happened as they have in America's past. By gaining familiarity with various schools of historical thought and examining their competing claims, students come to sophisticated understandings of what it has meant, means, and may in the future mean to be an American citizen. When these understandings are achieved, historical study will have attained its purpose. It will have given a generation of Americans its collective roots.

GOAL 1: Colonial?Revolutionary Era - The learner will analyze those elements in the American colonial experience that led to separation from England.

- 1.1 Describe how geographic diversity influenced economic, social, and political life in colonial North America.
- 1.2 Describe the contributions of various racial, ethnic, and religious groups including African Americans and Native Americans to the development of a new culture.
- 1.3 Elaborate on the sources of American nationalism.
- 1.4 Distinguish between immediate and long-term causes of the American Revolution.
- 1.5 Assess the importance of military engagements, personalities, and geo-political factors in the defeat of the British.

GOAL 2: America's Founding Documents - The learner will apply ideas of self-government as expressed in America's founding documents.

- 2.1 Trace the development of concepts of self-government in British North America from the Mayflower Compact to the Declaration of Independence.
- 2.2 Associate ideas in the founding documents with their European origins.
- 2.3 Analyze the Declaration of Independence and the Constitution of the United States as expressions of self-government.
- 2.4 Evaluate the arguments of The Federalist and The Anti-Federalist papers as expressions of differing theories about self-government.
- 2.5 Judge the extent to which the Bill of Rights extended the Constitution.

GOAL 3: Building Blocks of the New Nation - The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).

- 3.1 Identify major domestic problems of the nation under the Articles of Confederation and judge the extent to which they were resolved by the new Constitution.
- 3.2 Judge the extent to which the institutions of the new nation protected the liberties of all its inhabitants.
- 3.3 Trace the development of religious liberty and toleration in the new nation.
- 3.4 Analyze the effects of territorial expansion and the admission of new states to the Union.
- 3.5 Assess commercial and diplomatic relationships with Britain, France, and

other nations.

- 3.6 Evaluate the extent to which the United States was "a nation at risk" until 1815.

GOAL 4: From Nationalism to Sectionalism - The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.

- 4.1 Map westward expansion and make inferences about its importance to African Americans and Native Americans.
- 4.2 Analyze economic developments and judge their effects on nationalism and sectionalism.
- 4.3 Assess political events and personalities in terms of their influence on nationalistic or sectional trends.
- 4.4 Analyze literary and artistic movements of the period as contributors to nationalism and sectionalism.
- 4.5 Evaluate the role of religion in the debate over slavery and in other social movements and changes of the period.

GOAL 5: Pre-Civil War - Reconstruction The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.

- 5.1 Elaborate on economic, social, and political conditions in the decade preceding the Civil War.
- 5.2 Analyze long-term and immediate causes of the war and assess the extent to which slavery was a cause of the conflict.
- 5.3 Trace important military and political events of the war period, and judge their significance to the outcome of the conflict.
- 5.4 Judge immediate and long-term effects of Reconstruction on the daily lives of people as well as on the politics and economy of the former Confederate states.

GOAL 6: Becoming an Industrial, Urban Society - The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.

- 6.1 Describe innovations in technology and business practices and access their impact on the economy.
- 6.2 Make inferences about the influence of immigration and rapid industrialization on urban life.
- 6.3 Trace the development of labor unions and judge their effects on economic arrangements and the lives of working people.
- 6.4 Evaluate the effects of racial segregation on various regions and segments of American society.
- 6.5 Trace the rise and decline of Populism and Progressivism and judge their effectiveness as economic, social, and political movements.
- 6.6 Analyze the influence of growing religious pluralism on American society.

GOAL 7: An Emerging International Power - The learner will analyze the causes and effects of United States involvement in international affairs.

- 7.1 Trace the emergence of the United States as an increasingly significant international power in the late nineteenth and early twentieth centuries.
- 7.2 Analyze the causes of United States involvement in World War I, and assess the effects of the war on the United States and other nations.
- 7.3 Assess the significance of the war experience on United States foreign and domestic policies of the 1920s and 1930s.

GOAL 8: United States between the Wars - The learner will appraise the economic, social, and political changes of the decades of the "Twenties" and "Thirties."

- 8.1 Elaborate on the cycle of economic boom and bust in the "twenties" and "thirties" and analyze the extent of prosperity for different segments of society.
- 8.2 Make inferences about social, intellectual, and technological change based on an analysis of lifestyles of the period.
- 8.3 Describe challenges to tradition in religion, race, and gender during the period.
- 8.4 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

GOAL 9: World War II - The learner will analyze and evaluate the significance of causes, events, and effects of the World War II Era.

- 9.1 Investigate reasons for the expansion of totalitarian governments during the period.
- 9.2 Trace the course of events that resulted in a new outbreak of worldwide war and analyze the role of the United States in them.
- 9.3 Identify major campaigns and personalities from the World War II era, and assess their importance to the conduct of the war.
- 9.4 Describe and analyze the effects of the war on American economic, social, and political life.

GOAL 10: Economic and Social Change Since 1950 - The learner will trace economic and social developments and assess their significance for the lives of Americans since 1950.

- 10.1 Identify technical innovations that have significantly affected American life and judge the importance of their influence on our behavior.
- 10.2 Elaborate on the suburbanization of American society and make inferences about its importance to our economic and social institutions.
- 10.3 Trace major events of the civil rights movement and evaluate the impact of the movement on institutions and the lives of citizens.
- 10.4 Assess the importance of growing religious pluralism and racial and ethnic diversity in American society.
- 10.5 Analyze the course of the United States economy since 1950.

GOAL 11: Post-World War II Politics - The learner will analyze changes in American political life since 1950.

- 11.1 Trace changes in political party alignment and voter behavior.
- 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand.
- 11.3 Analyze relationships and actions of the three branches of the federal government in terms of their influence on the lives of citizens.
- 11.4 Assess the influence of phenomena such as television on the conduct of American politics.

GOAL 12: Post-World War II Foreign Policy - The learner will evaluate the conduct of United States foreign policy since 1950.

- 12.1 Trace the course of the "cold war" and judge its impact on American society.
- 12.2 Elaborate on changes in the direction of foreign policy toward various world areas over the period.
- 12.3 Examine the role of organizations established to maintain peace and judge their continuing effectiveness.
- 12.4 Identify causes of United States involvement in foreign wars since World War II and judge the influence of our involvement on American society.

Skill Application Examples: United States History

SKILL I: The learner will acquire information from a variety of sources.

- Use maps and other resources to create maps showing the major land and water routes used by pioneers when traveling west during the expansion of the western frontier in the first half of the 19th century.

- Interview several people who were living when President John F. Kennedy was assassinated and write a report on their reaction to what happened.

- Use primary documents to identify the major arguments made by Federalist and Anti-Federalist when debating the ratification of the constitution.

- Use diaries and other first-hand accounts to describe conditions faced by soldiers in the Civil War.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Write a report from the perspective of a loyalist living in the colonies during the period leading up to the Revolution.

- Analyze two accounts of the same historical event, identify the discrepancies in the accounts, and conduct further research to determine what actually happened.

- Develop a proposal outlining what the Freedman's Bureau should teach former slaves. Explain why each is important.

- Make recommendations on what benefits veterans should receive.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- After research on a confrontation during the civil rights movement, write a paper detailing plans to resolve the immediate conflict.

- Participate in a debate on the proposition that "beginning with World War II government has needlessly and increasingly intruded into the lives of citizens in the United States."

- Develop a chart showing the positions of those favoring or opposing United States involvement in Vietnam during the decade of the sixties.

- Develop a timeline and a report tracing key developments in the United States space program.

SKILL IV: The learner will participate effectively in civic affairs.

- Write a letter to the editor either supporting or opposing an initiative taken by Lyndon B. Johnson.

- From the perspective of either a Northerner or Southerner, write a letter or diary entry giving your reaction to the Kansas-Nebraska Act.

- Develop a plan for bringing law and order to a booming California mining town.

- Conduct research on court cases involving freedom of speech and write a paper on guidelines and principles that citizens should follow in their practice of free speech.

Government

Introduction

Students of government examine the legal foundations and the major institutions of the

state and nation: constitutions, laws, and officials. Further, they analyze "informal" as well as "formal" institutions: political parties, interest groups, and the formation and effect of public opinion on governmental officials and processes. Finally, they consider likenesses and differences between the government of the United States and the governmental institutions and practices of other nations.

As students learn about government, they acquire information from a variety of sources and use that information to arrive at decisions, to solve problems, and to create plans. By examining issues and institutions from various points of view, they perceive how others view the world and thus decrease stereotypes in their own perspectives. Government students become more skilled in dealing with conflict and uncertainty as they learn about the conflicts and ambiguities that are an integral part of any political system. Finally, as they engage in collaborative group work and in action projects, they practice those skills of civic participation so essential to democratic societies.

GOAL 1: Foundations and Principles - The learner will trace the origins of constitutional principles and the foundations of the American governmental system and assess their development through American history.

- 1.1 Elaborate on basic principles of the Constitution of the United States and their development over time.
- 1.2 Analyze those elements that make up the foundations of the American governmental system.
- 1.3 Assess constitutional changes and their implications for the American governmental system.

GOAL 2: Structure and Function - The learner will analyze the structure, history, and functioning of the legislative, executive, and judicial branches of state and federal governments.

- 2.1 Describe the structure of the legislative, executive, and judicial branches of state and federal governments.
- 2.2 Trace the history of the legislative, executive, and judicial branches of state and federal governments.
- 2.3 Analyze the functioning of the legislative, executive, and judicial branches of state and federal governments.

GOAL 3: Enactment and Enforcement - The learner will trace the enactment, implementation, and enforcement of state and federal laws.

- 3.1 Elaborate on how state and federal laws are enacted.
- 3.2 Summarize how state and federal laws are implemented.
- 3.3 Assess the enforcement of state and federal laws.

GOAL 4: How Decisons Are Made - The learner will analyze decision-making processes in executive, legislative, and judicial branches of governments.

- 4.1 Describe executive, legislative, and judicial decision-making processes in state and federal governments.
- 4.2 Compare decision-making processes in executive, judicial, and legislative branches of governments.
- 4.3 Analyze similarities and differences in decision-making processes in the United States and in governments of other nations.

GOAL 5: Political Parties and Interest Groups - The learner will assess the importance of political parties and interest groups in the formation of public opinion influencing governmental processes.

- 5.1 Summarize the history, structure, and functions of political parties in the United States.
- 5.2 Elaborate on the variety, tactics, and influence of interest groups in the formation of public opinion.
- 5.3 Judge the influence of political parties and/or interest groups in the workings of government.

GOAL 6: Dynamics of State, Federal, and International Relationships - The learner will analyze relationships between state and federal governments and between the government of the United States and those of other nations.

- 6.1 Elaborate on formal and informal relationships between state and federal governments.
- 6.2 Trace changes in relationships between state and federal governments over time.
- 6.3 Analyze formal and informal means of interacting with the governments of other nations.

Skill Application Examples: Government

SKILL I: The learner will acquire information from a variety of sources.

- Analyze new policies to determine who is affected by them.
- Monitor the activities of specific elected officials for several weeks and write a paper on how well the officials are fulfilling campaign promises.
- Use newspapers, periodicals, and other sources to monitor the progress of legislation on a specific issue.

GOAL 4: How Decisons Are Made - The learner will analyze decision-making processes in executive, legislative, and judicial branches of governments.

- 4.1 Describe executive, legislative, and judicial decision-making processes in state and federal governments.
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- Monitor the activities of specific elected officials for several weeks and write a paper on how well the officials are fulfilling campaign promises.
- Use newspapers, periodicals, and other sources to monitor the progress of legislation on a specific issue.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Participate in a simulated congressional hearing on a controversial legislative issue.
- Analyze a Supreme Court case and write an opinion analyzing the constitutionality of the government's action in the case.
- Develop a model policy for getting people on welfare into the workplace.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Mediate a conflict between two groups who have differing opinions on social problems.
- Write an essay elaborating the positions of the major political parties on a controversial issue.
- Analyze the effectiveness of methods used to lessen cultural tension in the United States.
- Prepare arguments for or against a proposed tax change.

SKILL IV: The learner will participate effectively in civic affairs.

- Design a campaign either for or against a bond election to raise funds for school construction.
- Design an election strategy for a candidate for a local office.
- Observe a board or commission in action and evaluate the effectiveness of the group in meeting the needs of citizens.

Economics

Introduction

Students of economics use a broad range of economic concepts as they examine the complex nature and essential characteristics of economic systems throughout the world. The central economic problem of scarcity and the resulting need for societies to form economic systems is emphasized. Students focus on the market as the place where consumers decide how they wish to allocate their spending among competing goods and services. In so doing, they

realize that in the American system of private enterprise consumer demand determines what is produced. They note that demand for goods and services as well as government policies affect prices in the marketplace and the growth and stability of the economy. Finally, they assess the effects of interdependence between our economy and those of other nations.

Economics students acquire information from a number of sources: by reading print, visual, and graphic materials, by on-site observation, by using data bases, and in other ways. They use this information as they suggest solutions to economic problems, as they make personal economic decisions and engage in hypothetical decision making for others, and as they create both hypothetical and real economic plans. In their interactions with others inside and outside the school setting, they grow in the skills for coping with change and uncertainty, and dealing with conflict. Finally, students of economics, as they learn more about the intricacies of economic systems, become more informed and wiser participants in civic activities.

GOAL 1: Scarcity - The learner will analyze the importance of scarcity as the central economic problem from which all others flow.

- 1.1 Generate a definition of scarcity.
- 1.2 Analyze examples of scarcity.
- 1.3 Elaborate on the importance of scarcity.

GOAL 2: Comparative Systems - The learner will compare economic systems, their institutions, and their modes of decision making.

- 2.1 Describe various economic systems and their institutions.
- 2.2 Distinguish among the modes of decision making in various economic systems.
- 2.3 Compare institutions and modes of decision making in various economic systems as expressions of the values of those systems.

GOAL 3: Characteristics of the United States Economy - The learner will analyze the fundamental characteristics of the economic system of the United States.

- 3.1 Elaborate on the characteristics of the economic system of the United States.
- 3.2 Determine how various aspects of the economic system relate to each other.
- 3.3 Relate fundamental institutions of the United States economy to the economies of other nations.

GOAL 4: Role of Government - The learner will assess the impact of governmental intervention and regulation in various economic systems.

- 4.1 Describe formal and informal governmental intervention and regulation in economic systems.
- 4.2 Elaborate on reasons for governmental intervention and regulation of various economies.

- 4.3 Compare and evaluate the effects of varying amounts of governmental regulation and intervention in economic systems.

GOAL 5: Problems, Issues, and Solutions - The learner will suggest how a variety of issues arising from the operation of a market economy may be addressed.

- 5.1 Explain issues arising from the operation of a market economy.
- 5.2 Analyze issues and problems of market economies.
- 5.3 Propose solutions to issues and problems of market economies.

GOAL 6: Economic Interdependence - The learner will assess the extent to which the economy of the United States influences and is influenced by the economies of other nations.

- 6.1 Describe relationships between the economy of the United States and those of other nations.
- 6.2 Analyze relationships between economic systems of other nations and that of the United States.
- 6.3 Judge the importance of international economic interdependence for the United States economy and for American citizens.

Skill Application Examples: Economics

SKILL I: The learner will acquire information from a variety of sources.

- Monitor trends in the United States stock market.
- Interview an entrepreneur and report on how the person got started in their present business endeavor.
- Observe production in a manufacturing plant and explain how various factors of production are applied in the manufacturing process.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Analyze a budget to determine which line items should be reduced or increased.
- Develop a plan for saving or investing that will lead to meeting a long-term personal financial goal.
- Make an economic choice based on established criteria such as which option to use to increase profits.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Conduct research and identify scarce resources that are not renewable.
- Analyze an economic conflict with an international trading partner and identify the key points in the trading partner?s position.
- Express how life might be different for a United States citizen who is forced to live for several years in country that has a command economy.

SKILL IV: The learner will participate effectively in civic affairs.

- Analyze the impact of government policies on the employment rate in the United States.
- Evaluate the effectiveness of a government program designed to stimulate the economy.
- Compare the cost of a service provided by government with a similar service offered by a private provider.

Psychology

Introduction

The elective course in psychology engages students in an exploration of the background of human behavior, the determinants of human behavior, and the personality characteristics of individuals. Students of psychology also examine some methods used by professional psychologists in studying human behavior. Psychology students focus on human growth and development, human learning, the effects of emotions on behavior, and how humans adapt to and interact in a variety of environments.

Students of psychology acquire information from a variety of sources: written, graphic, experimental, and others. They use information as they make decisions and judgments, as they create plans, and as they solve problems. When they examine the personalities and viewpoints of others they decrease self-centered perspectives. As they learn about human growth and development, their understandings of change are enhanced. Finally, their study of psychology enables them to recognize and cope with uncertainty and ambiguity in human behavior.

GOAL 1: Nature of Psychology - The learner will distinguish psychology from other social sciences and elaborate on linkages between psychology and other social sciences.

- 1.1 Describe the development of various schools or theories of psychology.

- 1.2 Distinguish similarities and differences between psychology and other social sciences.

GOAL 2: Heredity and Environment - The learner will analyze the influences of heredity and environment on human behavior.

- 2.1 Summarize inherited characteristics.
- 2.2 Describe environmental influences on human development.
- 2.3 Analyze the effects of a selected hereditary or environmental influence on a given human behavior.

GOAL 3: Human Behavior - The learner will examine aspects of human behavior.

- 3.1 Analyze similarities and differences in human behavior at different stages in the life cycle.
- 3.2 Assess the effects of personality and intelligence on human behavior.
- 3.3 Judge the importance of emotion and motivation on human behavior.

GOAL 4: Learning and Thinking - The learner will analyze factors influencing learning and thinking processes.

- 4.1 Describe various learning processes and factors influencing each.
- 4.2 Elaborate on factors contributing to efficient and effective learning.
- 4.3 Analyze various ways of thinking (e.g., critical, creative).

GOAL 5: Influence of Groups - The learner will assess the effects of social groups on individual behaviors.

- 5.1 Describe kinds and effectiveness of small groups.
- 5.2 Analyze the effects of phenomena such as male/female roles and peer- group influences on the behavior of individuals.
- 5.3 Judge the importance of social interaction for individual behaviors.

GOAL 6: Mental Health - The learner will elaborate on ways of maintaining and restoring mental health.

- 6.1 Distinguish among a variety of strategies for coping with conflicts, frustration, and stress.
- 6.2 Describe personality disorders, therapies for dealing with them, and the effectiveness of various therapies.

Skill Application Examples: Psychology

SKILL I: The learner will acquire information from a variety of sources.

- Observe children at play and identify patterns of behavior.

- Develop a questionnaire on the role of males and females in families and administer to an appropriate sample.

- Conduct research on what motivates successful individuals in the United States.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Choose the best method for reducing stress in students who are simultaneously trying to excel in school and hold a part-time job.

- Recommend ways parents can assure that young children are well prepared for beginning their formal education.

- Develop a plan for meeting the emotional needs of senior citizens who live alone.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Participate in a simulation that requires participants to assume the role of a person with a physical handicap.

- Mediate a simulated conflict between a child and parent.

- Identify factors in the environment that may be upsetting to a specific group.

SKILL IV: The learner will participate effectively in civic affairs.

- Identify factors that must be provided in order to have an idea learning environment.

- Monitor an issue such as family violence and determine what might be done to reduce it.

- Propose a government policy for caring for indigent people with serious emotional problems.

Sociology

Introduction

Students of sociology engage in an exploration of that social science devoted to studying

people and their life in groups. They examine how people behave in groups and how group interaction shapes both individual and group behaviors. They also analyze the rules, organizations, and values systems that enable people to live together.

Students of sociology acquire information from a variety of sources: written, visual, oral, and through interviews and surveys. They use information to plan their work, to solve both hypothetical and real problems, and to reach decisions about preferred courses of action. As they examine complex social organizations, they learn to deal with uncertainty and ambiguity. As they examine and assess the workings of the institutions of societies different from their own, they analyze their own stereotypes. By analyzing social change in a variety of contexts, their abilities to deal with changes in their own lives increase.

GOAL 1: Nature of Sociology - The learner will describe the various schools of sociological thought and trace their progress.

- 1.1 Identify historic backgrounds of modern-day sociology.
- 1.2 Distinguish among various schools of sociological thought.
- 1.3 Describe similarities and differences between sociology and other social sciences.

GOAL 2: Culture, Conformity, and Deviance - The learner will elaborate on the nature of culture and analyze conformity with and deviance from cultural mores.

- 2.1 Generate a definition of culture.
- 2.2 Distinguish between conformity with and deviation from cultural mores.
- 2.3 Analyze instances of cultural conformity and deviance.

GOAL 3: Social Structure - The learner will analyze social structure.

- 3.1 Describe social roles, their development, and their relationship to social groups.
- 3.2 Distinguish between formal and informal groups and assess their importance.
- 3.3 Compare social stratification in traditional and industrial societies and judge its importance.

GOAL 4: Social Institutions - The learner will analyze the functions and assess the effectiveness of important social institutions.

- 4.1 Elaborate on important social institutions.
- 4.2 Analyze the functions of given social institutions.
- 4.3 Assess the value of social institutions for given elements of society and for society as a whole.

GOAL 5: Socialization - The learner will analyze the socialization process.

- 5.1 Describe the importance of socialization to society.
- 5.2 Elaborate on the functions and roles of socializing agents.
- 5.3 Trace the socialization process, noting formal and informal processes.

GOAL 6: Continuity and Change - The learner will assess continuity and change in social groups.

- 6.1 Identify conditions causing continuity or change for social groups.
- 6.2 Elaborate on ways groups resist and accommodate change.
- 6.3 Evaluate the effects of change on given groups.

GOAL 7: Social Problems - The learner will elaborate on and analyze major social problems.

- 7.1 Describe major social problems.
- 7.2 Analyze causes and effects of given social problems.

Skill Application Examples: Sociology

SKILL I: The learner will acquire information from a variety of sources.

- Conduct research and develop a chart showing the characteristics of members of various social classes living in the United States.

- Prepare an opinion poll to determine the extent that adults in the community value education.

- Conduct research to determine how marriage between men and women is institutionalized in various societies.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Develop a set of criteria to use in determining if an individual living in North Carolina has improved their status.

- Develop a theory to explain the trends in family size in the United States.

- Develop a plan for decreasing the use of illegal drugs and alcohol by teenagers.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Explain the emotions that one might feel when unemployed in a society that values employment.

- Explain what type of acts people without power are likely to commit in order to gain power.

- Analyze several cases of white-collar crime and determine if a pattern exists in the nature of the crimes or the motivation of the offenders.

SKILL IV: The learner will participate effectively in civic affairs.

- Evaluate attempts by some societies to control family size.

- Develop a plan to make it easier for handicapped people to have access to public building in the community.

- Conduct research and provide information to a local government agency that will help them with an existing social problem.

Law and Justice

Introduction

The elective course in law and justice provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. In their study, students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and efforts toward corrective justice. In the law and justice course, students also examine problems within the legal and justice systems and issues that arise from their operation.

Students of law and justice increase their practical understanding of how the justice system in the United States actually works. Their study builds upon key concepts introduced at earlier grades as they extend their understandings of the legal principles that are the basis for the system of justice in the United States. As they pursue the study of law and justice, they are able to make increasingly informed judgments on issues and problems arising from the operation of the legal and justice systems.

Students who elect to study law and justice acquire information from a wide range of sources: interviews, newspapers and periodicals, computer data bases, television, and direct observation. They use this information as they solve problems, make decisions, and plan. As they consider various viewpoints on issues and as they engage in simulated and actual experiences in the legal and justice systems, they develop social participation skills. Finally, their skills of civic participation increase as they experience real-world civic activities that are an integral part

of the law and justice elective course.

GOAL 1: Dynamic and Changing Nature of Law - The learner will analyze changes in the law and recognize the dynamic nature of law.

- 1.1 Trace changes in law.
- 1.2 Analyze changes in the law.
- 1.3 Elaborate on the dynamic nature of the legal system of the United States.

GOAL 2: Civil and Criminal Law - The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.

- 2.1 Distinguish similarities and differences in the civil and criminal justice systems.
- 2.2 Compare the operations and processes of the civil and criminal justice systems.
- 2.3 Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of those systems in resolving them.

GOAL 3: Judical System - The learner will distinguish state from federal judicial systems and analyze relationships between them.

- 3.1 Describe similarities and differences between state and federal court systems.
- 3.2 Elaborate on structural and informal relations between state and federal systems.
- 3.3 Explain how and under what circumstances cases move between state and federal jurisdictions.

GOAL 4: Law Enforcement - The learner will analyze roles and responsibilities and assess the effectiveness of local, state, and federal law-enforcement agencies.

- 4.1 Distinguish similarities and differences among local, state, and federal law-enforcement agencies.
- 4.2 Describe the responsibility and jurisdiction of any given law-enforcement agency.
- 4.3 Assess working relationships among law-enforcement agencies at various levels.

GOAL 5: Corrections - The learner will assess the effectiveness of the corrections system in deterring criminal behavior.

- 5.1 Distinguish between civil and criminal penalties and explain the rationale for each.
- 5.2 Elaborate on options open to judges and juries in the sentencing process.
- 5.3 Analyze various alternatives to incarceration.

- 5.4 Judge the effectiveness of the corrections system in rehabilitating incarcerated persons and deterring crime.

GOAL 6: Resolving Conflicts - The learner will analyze conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.

- 6.1 Analyze constitutional changes and Supreme Court decisions affecting individuals and population groups.
- 6.2 Summarize competing interests, conflicting laws, and conflicting interpretations.
- 6.3 Assess the importance of given constitutional conflicts for individuals, groups, and society as a whole.

Skill Application Examples: Law and Justice

SKILL I: The learner will acquire information from a variety of sources.

- Observe district court in session and report on procedural issues that arise.
- Conduct research on laws related to property crimes and analyze the penalties for various offenses.
- Interview a law enforcement officer regarding procedures that are followed in specific and routine situations.

SKILL II: The learner will use information for problem solving, decision making, and planning.

- Analyze the facts of pending criminal cases and determine what the charge should be in each case. Decide if the case should be prosecuted or plea bargained.
- Analyze the cases and histories of individuals who have been convicted of specific crimes and determine what their punishments should be.
- Participate in a mock trial either as a juror, attorney, or witness.

SKILL III: The learner will develop skills in constructive interpersonal relationships and in social participation.

- Analyze the facts in a criminal case and identify the best arguments for both the state and the defense in the case.
- Study profiles of habitual criminals and give immediate and long-term reasons for their criminal behavior.

- After research, explain what a typical day in prison is like in a maximum security corrections facility.

SKILL IV: The learner will participate effectively in civic affairs.

- Participate in community watch or other crime prevention or reduction programs.
- Develop a plan that is an alternative to incarceration for nonviolent offenders.
- Volunteer to mentor a juvenile who has the potential for illegal activity.